

APPENDIX

Assessments and Resources

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ASSESSMENTS AND THE RELATED LITERACY PROCESSES

Assessments	Literacy Processes								
	Language Development	Vocabulary	Phonological Awareness	Phonics and Spelling	Word Identification	Oral Reading and Fluency	Reading and Listening Comprehension	Emergent Writing	Writing Composition
Inventories: Interest and Activities; School Attitude; Reading Interest	•	•							
Literacy Process Interview	•	•		•	•	•	•	•	
Language Observation Scale	•	•					•		
Oral Presentation Assessment	•	•							
Synonym and Antonym Vocabulary	•	•			•				
Emergent Text Concepts		•	•	•	•				
Auditory Discrimination (Consonants-1, Vowels-2)			•						
Phoneme Blending and Phoneme Segmentation			•		•				
Letter and Sound Identification				•					
Reading Words (Fry’s and Graded Reading)				•	•				
Writing Words (Fry’s and Graded Reading)			•	•	•			•	
Sentence Dictation (K–Primer, 1–2, 3, and above)			•	•				•	
Oral Reading Analysis of Miscues Summary (Reading Record and Analysis of Miscues Worksheet)		•		•	•	•			
Oral Reading Strategies Assessment		•		•	•	•			
Fluency Assessment by Teacher, Peer, and Self	•	•							
Nonfiction Layout and Text Features Assessment	•	•							
Developmental Reading Assessment					•	•	•		

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ASSESSMENTS AND THE RELATED LITERACY PROCESSES

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Assessments	Literacy Processes								
	Language Development	Vocabulary	Phonological Awareness	Phonics and Spelling	Word Identification	Oral Reading and Fluency	Reading and Listening Comprehension	Emergent Writing	Writing Composition
Qualitative Reading Inventory-4					•	•	•		
Illinois Early Literacy Assessments: ISEL	•	•	•	•	•	•	•		
Emergent Writing Stage Assessment								•	
Handwriting Rubric Assessment								•	
Writing Composition Assessment Summary	•	•	•	•			•		•
Writing Composition Rubric for Writer and Teacher	•	•	•	•			•		•
Writing Process Rubric for Writer and Teacher	•	•	•	•			•		•
Inventories: Interest and Activities; School Attitude; Reading Interest (Elementary and Middle-Secondary)	•	•							
Literacy Process Interview	•	•		•	•	•	•	•	•

PURPOSES FOR ASSESSMENTS

Assessments	Which Students? When?	Purpose: To Identify...
Pre- and Postdiagnostic Assessments		
Language Observation Scale	Grades K–12, if speech or language difficulties are noted	Speech or language problems that may require further assessment by speech-language pathologist
Oral Presentation Assessment	Grades 3–12, give or adapt for all oral presentations	Important elements in oral presentations
Inventories: Interest, Activities, School Attitude	Grades K–12, give if you do not know the students' interests	Interests and activities for reading and writing
Reading Interest Inventory	Grades K–12, give if you do not know the genre students like to read	Genres students are interested in for book selection and writing prompts
Literacy Process Interview	At least first-grade reading level; if reading or writing difficulties	Strategies students use for reading and writing
Synonym Vocabulary Reading/Listening	Grades K–12, if possible low language; start listening level at frustration vocabulary reading level	Synonym vocabulary knowledge and to inform text reading starting level
Antonym Vocabulary Reading/Listening	Grades K–12, if possible low language. Start listening level at frustration reading level.	Antonym vocabulary knowledge and to inform text reading starting level
Emergent Text Concepts Assessment	Grades K–2, if not reading at or above first-grade level	Concepts of directionality, letter/words, and punctuation
Nonfiction Layout and Text Features Assessment	Grades 2–12, if students do not show use or knowledge of nonfiction text concepts	Concepts such as the use of title page, parts of books, graphic information, and typographical features
Phoneme Blending	At or below first grade on reading word lists	Orally blending sounds as needed for reading
Phoneme Segmentation	At or below first grade on writing word lists	Orally segmenting sounds as needed for writing
Letter and Sound Identification Assessment	At or below first grade on reading or writing lists	Known and unknown letters, sounds, and example words
Auditory Discrimination: Consonants, Vowels (long/short and diagraphs)	Those with difficulties in blending or segmenting phonemes, at or below first grade on reading or writing, or substituting similar sounds	Hearing differences in phonemes in words
Graded Reading Words Assessment	Grades K–12, start at least two grade levels below actual grade	Known sight words and ability to identify new words
Oral Reading Record and Oral Reading Analysis of Miscues	Grades K–12, students who may have difficulties decoding and identifying words; often paired with comprehension assessment	Word identification and strategy use to select materials and instructional strategies

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PURPOSES FOR ASSESSMENTS (continued)

Assessments	Which Students? When?	Purpose: To Identify...
Pre- and Postdiagnostic Assessments		
Comprehension Retelling and Question Assessment	Grades K–12, use after all oral reading records and to monitor comprehension only	Comprehension of narrative and expository texts
Oral Reading Strategies Assessment	Grades K–12, students who may have difficulties decoding and word identification	Oral reading strategy use and selection of additional strategies
Fluency Assessment by Teacher, Peer, and Self	First-grade reading level and above	Phrasing, intonation, expression, smoothness, and pace
Developmental Reading Assessment (DRA) Oral and Listening Levels	Best for preprimer to second-grade reading levels 2–4 times per year (available for grades K–3 and 4–6)	Words in context, oral and listening comprehension of narrative texts; identify sublevels within each grade
Qualitative Reading Inventory-4 (QRI-4)	All grades 3–5 as initial screening; grades 3–12 students with reading difficulties 2–4 times per year (available for grades K–12)	Words in context; oral, silent, and listening comprehension of narrative and expository texts
Graded Writing Words Assessment	All grades K–3 as initial screening; grades K–12 students with spelling difficulties	Spelling of high-frequency words (K–5) and commonly misspelled words (6–12)
Sentence Dictation Assessment	All grades 1–3 as initial screening; grades 1–12 with spelling difficulties.	Phoneme–graphemes correlation and developmental spelling level
Emergent Writing Stage Assessment	Grades K–1 or anyone who does not yet write sentences	Letters, phonetic spelling, words, and a sentence
Handwriting Rubric Assessment	Grades K–2 or anyone with difficulties with handwriting	Formation and spacing within lines, words, and page
Writing Composition Assessment Summary	Narrative (K–12), Expository (2–12), Persuasive (3–12); annual pre- and posttest	Writing elements such as content, organization, and conventions
Writing Composition Rubric for Student and Teacher	Grades K–12, for all writing throughout the year	Content, organization, and conventions
Writing Process Rubric for Student and Teacher	Grades K–12, for all published writing throughout the year	Prewriting, drafting, conferring, revising, editing, publishing

EXAMPLE LITERACY LESSON PLAN FORMAT

Heading:	Your name, name of student or group, grade, instructional level, and date of the lesson
Objectives With Learning Standards:	<p>Based on student strengths and needs, what will the students do in observable and measurable terms? What is the purpose of the task? How will you assess learning? Identify the state or IRA/NCTE language arts standard that is met by each objective. Share the objectives with students.</p> <ul style="list-style-type: none"> • Oral reading/fluency objective • Language/vocabulary objective • Comprehension objective • Writing composition objective • Phonics/spelling objective
Materials:	Include titles and authors of books and all curricular or prepared materials.
Procedure:	(Put the following headings in order of instruction)
Text/Concept Introduction:	Write a summary of what you are going to say to students to get their interest in the text or concepts. Include an introduction to the genre, concepts, characters, vocabulary words, pictures, and connection to students' prior learning or experiences. Read the title, author, illustrator, preview the text, and discuss the pictures or other graphic information to make predictions.
Reading Method:	Describe how the text is going to be read (guided, paired, shared reading, by the paragraph or page, echo, oral, or silent)
Oral Reading/Fluency Strategies:	For instructional level reading, identify and discuss specific graphophonic, syntactic, and semantic oral reading strategies students can use to problem-solve unknown words. For independent level reading, identify and discuss fluency strategies such as reading in meaningful phrases, pausing for punctuation, problem-solving efficiently, reading with expression, reading smoothly and at a conversational pace.
Assessment/Evaluation:	How will you assess student learning? How did students do? For example, write down oral reading strategies used, self-corrections, miscues, strategies prompted, and fluency behaviors. Analyze miscues for graphophonics, syntax, and semantics. Analyze students' ability to use strategies for unknown words. Are there specific phonetic elements the students need to work on?
Language/Vocabulary Strategies:	List unknown vocabulary words or phrases and the strategies for teaching them. The definitions or explanations of these words may be discussed before, during, or after reading.
Assessment/Evaluation:	How will you assess student learning? Evaluate by recording a +, ✓, or – after each word, depending on how well the students demonstrated the meaning of the word. Analyze their ability to use vocabulary strategies and comprehend vocabulary.
Reading or Listening Comprehension Strategies:	Describe the strategies or questions used to assess comprehension before, during, and after reading the text at a variety of the Revised Bloom's Taxonomy levels. For narratives, students may describe the characters, settings, plot, events, and resolution; for expository texts, students may describe the main idea and details.

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EXAMPLE LITERACY LESSON PLAN FORMAT (continued)

Assessment/Evaluation:	How will you assess student learning? It is often beneficial to tell students in advance what you want them to know and do after reading. Write down and evaluate with a +, –, or ✓ the students' retelling, answers to questions, or responses to activities. Make a statement regarding comprehension improvement or need.
Writing Composition Strategies:	Emergent writers should write at least one complete sentence, and those at or above the second-grade writing level should write multiple sentences. <ol style="list-style-type: none"> 1. Introduce the writing content and genre: Provide a writing prompt based on the text or students' experiences. Suggest prewriting strategies and resources they can use to enhance content. 2. Introduce writing criteria: Make a scoring guide in advance and preteach students your criteria for evaluating the content, genre, and conventions. Suggest resources for students to use to help with vocabulary and spelling. 3. Revising and editing writing: How are you going to help students revise the content and edit the conventions in their writing? Will the students publish their writing?
Assessment/Evaluation:	State the assessment tool or criteria for assessing the students' writing. Evaluate student writing on the basis of the predetermined elements above, using a rubric or scoring guide. How did the students do? Provide examples of specific responses and specific changes made. Write down areas of improvement or need.
Phonics and Spelling Strategies:	Identify specific phonemes or graphemes to work on within the context of common words. Include strategies such as make-and-break words, "read, cover, and write," sound boxes, or personal dictionary. For spelling, focus on approximately three to five high-frequency words the students had trouble reading or spelling.
Assessment/Evaluation:	Write how will you assess their learning. How well did students learn the strategy and words? Record a +, ✓, or – after each word depending on the level of independence with which students were able to read or write.
Modifications/Adaptations:	How did you preplan or change the lesson to meet the students' specific needs?
Extensions/Technology:	How are you going to extend learning? How did you include technology?
Closure With Students' Reflection:	Ask the students what they learned in the lesson. If they did not mention all of the objectives, discuss them and ask students if they felt they learned them. Ask what the teacher or peers did to help them learn better.
Evidence of Student Work:	Write down the names of the materials completed during the lesson. Keep examples of the actual student and teacher work for the portfolio.
Family Communication:	This is for notes or discussions with the family. Share a summary of the students' strengths and needs during the lesson, and give suggestions for support at home. Ask for family feedback and document any information that is shared with you.
Your Reflection:	This is a reflection of your teaching, student learning, and students' affect. Provide specific evaluation of your teaching and the students' learning of each of the objectives. What went well and why? What didn't go well and why? What did you learn? What will you do differently in the future? Based on your observations and documentation of student learning, what do they need instruction on next? Discuss additional ideas with colleagues. If applicable, write any concerns.

LANGUAGE OBSERVATION SCALE

Name: _____ Grade: _____ Date: _____

Directions: After observing the student over time, circle the number on each of the scales below that best describes the student's communicative behavior.

Scoring: Mark each behavior on a scale from 1–4.

1 = Almost no evidence of this behavior; communication is significantly interrupted

2 = Rarely exhibits the correct behavior; frequently interfering with communication

3 = Sometimes exhibits the correct behavior; some interference with communication

4 = Predominantly exhibits the correct behavior; almost no interference with communication

Articulation, Pronunciation, and Fluency	Score			
1. Articulation: Correctly produces speech sounds	1	2	3	4
2. Pronunciation: Correctly pronounces words and does not add or delete sounds	1	2	3	4
3. Linguistic fluency: Speech is fluent and not disrupted by repetitions, revisions, unusual pauses, and fillers such as <i>um</i> or <i>like</i>	1	2	3	4

Comments:

Syntax and Grammar	Score			
4. Uses a variety of long, complex, and compound sentences	1	2	3	4
5. Uses conjunctions (coordinating: <i>and</i> , <i>but</i> , <i>or</i> ; subordinating: <i>because</i> , <i>when</i> , <i>unless</i>)	1	2	3	4
6. Uses action verbs	1	2	3	4
7. Uses adverbs	1	2	3	4
8. Uses adjectives	1	2	3	4
9. Uses prepositions	1	2	3	4
10. Uses correct subject–verb agreement	1	2	3	4
11. Uses the copula (<i>to be</i>) correctly	1	2	3	4
12. Uses correct past tense irregular verbs	1	2	3	4
13. Uses correct past tense <i>-ed</i> appropriately: /ed/, /d/, /t/	1	2	3	4
14. Uses present progressive <i>-ing</i> with auxiliary verb	1	2	3	4
15. Uses regular and irregular plurals correctly	1	2	3	4
16. Uses possessives correctly	1	2	3	4

Comments:

(continued)

LANGUAGE OBSERVATION SCALE (continued)

Word Choice	Score			
17. Uses words in the correct context including question words	1	2	3	4
18. Uses a variety of words	1	2	3	4
19. Uses content-specific vocabulary	1	2	3	4
20. Uses pronouns correctly so that the reference is clear	1	2	3	4
21. Uses specific terms instead of "stuff" or "things" when the listener has no way of knowing the reference	1	2	3	4

Comments:

Language Use	Score			
22. Communication of ideas: Statements and questions are clearly understood	1	2	3	4
23. Prompt responding: Pauses less than 2 seconds before responding to a question or other verbal stimulus	1	2	3	4
24. Appropriate responses: Speaker's utterances seem to follow naturally what has been said or asked previously by someone else	1	2	3	4
25. Introduces topic appropriately: Gets listener's attention and provides listener with sufficient background information	1	2	3	4
26. Topic maintenance: Maintains a topic appropriately while adding new and relevant information and keeps topic going	1	2	3	4
27. Changes topic appropriately: Speaker provides information to the listener when changing topic to help the listener follow the conversation	1	2	3	4
28. Asks questions for clarification: Asks for clarification when uncertain of information	1	2	3	4
29. Repetition not needed: Student requires or does not request repetition for apparently clear statements or questions	1	2	3	4
30. Responds to speaker's request for clarification: Responds to requests such as "Tell me more" or "I don't understand"	1	2	3	4
31. Follows three-step instructions: Repetitions and visual cues are not required in order to understand	1	2	3	4
32. Changes language style for listener: Uses appropriate register for adults, family, and peers	1	2	3	4

Comments:

Analysis:

ORAL PRESENTATION ASSESSMENT

Presenter: _____ Grade: _____ Date: _____

Topic: _____

Directions: Provide a copy to the student before planning his or her presentation. During the presentation, the teacher writes down specific observations under each heading and scores it. After the presentation, the student completes a self-evaluation and then the teacher provides the student with specific feedback on the effective elements of the presentation and suggestions for improvement.

Scoring: During the presentation evaluate each element with a plus sign (+) if all of the descriptors were clearly observed, a checkmark (✓) if most of them were, or a minus sign (–) if they were rarely or never observed.

Score	Did the presenter...
_____	Language:
_____	Use appropriate language for the audience?
_____	Convey the information clearly to the audience?
_____	Use appropriate and specific vocabulary?
_____	Pronounce words correctly?
_____	Use grammatically correct sentences?
_____	Use complex and compound sentences with adjectives, adverbs, prepositions, and conjunctions?
	Observations:
_____	Organization:
_____	Have an interesting introduction?
_____	State main ideas and details clearly and in an appropriate order?
_____	Have smooth transitions?
_____	Summarize main ideas at the end?
	Observations:
_____	Content:
_____	Include accurate information?
_____	Clearly describe and support information with illustrations, evidence, and examples?
_____	Follow the directions of the assignment?
_____	Teach the audience new information?
	Observations:

(continued)

ORAL PRESENTATION ASSESSMENT (continued)

Score	Did the presenter...
<div style="margin-bottom: 10px;">_____</div> <div style="margin-bottom: 10px;">_____</div>	<p>Visual media:</p> <p>Use visual materials directly related to the topic?</p> <p>Use visual materials that improved audience understanding of the content?</p> <p>Observations:</p>
<div style="margin-bottom: 10px;">_____</div> <div style="margin-bottom: 10px;">_____</div> <div style="margin-bottom: 10px;">_____</div> <div style="margin-bottom: 10px;">_____</div>	<p>Manner:</p> <p>Maintain good eye contact?</p> <p>Speak clearly, at the appropriate volume, and at an understandable pace?</p> <p>Convey enthusiastic interest in the topic?</p> <p>Maintain the attention of the audience?</p> <p>Observations:</p>
<div style="margin-bottom: 10px;">_____</div> <div style="margin-bottom: 10px;">_____</div> <div style="margin-bottom: 10px;">_____</div>	<p>Audience participation:</p> <p>Ask questions or ask the audience to do anything during or after the presentation?</p> <p>Provide adequate time for questions after the presentation?</p> <p>Answer questions to the best of his or her knowledge?</p> <p>Observations:</p>

Analysis:

SYNONYM VOCABULARY ASSESSMENT

Name: _____ Grade: _____ Date: _____

Reading or Listening (circle one); if both, mark each level (R) for reading and (L) for listening.

Reading Directions: Tell the student, "Read each line of words. Circle the word that means the same or almost the same as the first word in each line." Continue until the student reaches the frustration level or becomes frustrated and then repeat that grade level by having the student listen as you read the words. Continue again until the student reaches the frustration level.

Listening Directions: Tell the student, "Follow along as I read the words in each line and circle the word that means the same or almost the same as the first word in each line."

Scoring: In front of each line number, put a plus sign (+) if correct and a minus sign (–) if incorrect. Write total correct to determine functioning level.

Functioning Level: Independent (90%–100%), Instructional (70%–80%), Frustration (60% and below)

Practice Item	A	B	C	D
1. fast	run	more	look	quick
LEVEL 1	Functioning Level:			Score: /10 = %
+/-	A	B	C	D
1. see	run	more	look	us
2. little	come	long	away	small
3. say	talk	goes	like	just
4. mom	dog	mother	many	with
5. start	begin	last	round	slow
6. big	door	right	fun	large
7. hop	hard	ball	dark	jump
8. alike	grew	pot	same	most
9. glad	happy	sail	rope	hold
10. street	time	thin	very	road
LEVEL 2	Functioning Level:			Score: /10 = %
+/-	A	B	C	D
1. go	anything	leave	rest	summer
2. pair	read	should	two	middle
3. cut	last	round	slow	slice
4. thin	shout	skinny	live	under
5. hear	kind	magic	help	listen
6. car	secret	chew	automobile	juice
7. fear	afraid	lunch	yellow	welcome
8. stir	hospital	stood	mix	know
9. below	live	place	under	took
10. all	this	every	find	lunch

(continued)

SYNONYM VOCABULARY ASSESSMENT (continued)

LEVEL 3	Functioning Level:	Score:	/10 =	%
+/-	A	B	C	D
1. like	cure	enjoy	tall	high
2. beautiful	tired	asleep	seven	pretty
3. close	shut	grow	leg	fat
4. choose	busy	select	exactly	figure
5. fix	busy	city	stop	repair
6. gift	present	play	test	earth
7. find	control	discover	listen	learn
8. forest	job	desert	woods	book
9. wrong	keep	kind	loose	incorrect
10. cried	rabbit	wept	years	enough

LEVEL 4	Functioning Level:	Score:	/10 =	%
+/-	A	B	C	D
1. drink	beverage	taco	salt	clover
2. harm	meadow	misty	injure	enjoy
3. perhaps	maybe	necklace	squeeze	strange
4. vacant	machine	empty	hopefully	wrapper
5. divide	frighten	separate	finally	statue
6. quarrel	wander	grab	argue	puppet
7. prison	meter	handle	churn	jail
8. collect	through	young	belong	gather
9. heal	cure	join	prepare	bring
10. gloomy	scratch	dreary	creature	ocean

LEVEL 5	Functioning Level:	Score:	/10 =	%
+/-	A	B	C	D
1. slender	language	piece	thin	valley
2. able	capable	sudden	goal	entire
3. toil	suddenly	tongue	model	work
4. achieve	grant	start	accomplish	youth
5. careful	shout	cautious	agree	state
6. motion	dangerous	cellar	movement	shriek
7. drapes	daze	curtains	treasure	giggle
8. thief	pebble	blanket	gallop	criminal
9. ascend	climb	harpoon	stitch	swung
10. continue	persevere	separate	finish	level

(continued)

SYNONYM VOCABULARY ASSESSMENT (continued)

LEVEL 6	Functioning Level:	Score:	/10 =	%
+/-	A	B	C	D
1. grateful	detest	appreciative	response	attain
2. protect	shelter	officer	bounce	porch
3. prohibit	engaged	possess	restrict	detest
4. conceal	lawyer	female	hide	braids
5. deposit	fountain	gophers	knotted	leave
6. think	contemplate	assist	develop	discover
7. delete	tardy	silent	repair	omit
8. renew	restore	attend	wound	recent
9. conclude	end	ransom	salt	fortress
10. liquid	prejudice	fluid	radish	distemper

LEVEL 7-9	Functioning Level:	Score:	/10 =	%
+/-	A	B	C	D
1. surplus	design	hearth	extra	mansion
2. revise	alter	computer	militia	museum
3. reduce	oxygen	condense	chariot	pliers
4. erupt	allowance	huff	incredible	explode
5. deport	ooze	banish	turret	walrus
6. exhibit	trophy	accountant	privacy	display
7. solitary	gravel	starvation	tassel	alone
8. pout	bolt	wizard	sulk	fertilizer
9. recede	lemonade	market	bruising	ebb
10. precious	valuable	embarrass	smolder	injection

LEVEL 10-12	Functioning Level:	Score:	/10 =	%
+/-	A	B	C	D
1. hazardous	aluminum	lavender	dangerous	famine
2. elongate	portrait	stretch	retrieve	pigeon
3. fierce	indelible	lariat	diplomat	savage
4. caribou	scaffold	slalom	reindeer	awesome
5. competition	rivalry	quench	ogre	sculpture
6. demeanor	vanish	parallel	behavior	vertical
7. inexhaustible	chancellor	derrick	infamy	tireless
8. dissuade	dislocate	arouse	discourage	jovial
9. aggregate	egret	total	obsidian	veer
10. advisor	transistor	riveter	pageant	consultant

ANTONYM VOCABULARY ASSESSMENT

Name: _____ Grade: _____ Date: _____

Reading or Listening (circle one); if both, mark each level (R) for reading and (L) for listening.

Reading Directions: Tell the student, "Read each line of words. Draw a circle around the word that means the opposite of the first word in each line." Continue until the student reaches the frustration level or becomes frustrated, then repeat that grade level by having the student listen as you read the words. Continue again until the student reaches the frustration level.

Listening Directions: Tell the student, "Follow along as I read the words and draw a circle around the word that means the opposite of the first word in each line."

Scoring: In front of each line number, put a plus sign (+) if correct and a minus sign (–) if incorrect. Write total correct to determine functioning level.

Functioning Level: Independent (90%–100%), Instructional (70%–80%), Frustration (60% and below)

Practice Item	A	B	C	D
1. stop	boy	go	her	luck
LEVEL 1	Functioning Level:			Score: /10 = %
+/-	A	B	C	D
1. hot	red	help	cold	up
2. in	to	out	down	way
3. big	fast	little	give	her
4. wet	soon	help	dry	like
5. easy	hard	liked	old	look
6. tall	come	well	short	see
7. sick	well	dark	sing	call
8. up	made	down	love	come
9. happy	car	pit	sad	silly
10. kind	big	before	play	mean

LEVEL 2	Functioning Level:			Score: /10 = %
+/-	A	B	C	D
1. sit	play	stand	help	be
2. true	need	able	false	part
3. push	pull	name	fall	love
4. front	back	lower	side	simple
5. sweet	small	taste	sour	eat
6. smile	near	mean	frown	pretty
7. wrong	part	first	quiet	right
8. over	sign	under	listen	care
9. early	on	late	bump	moon
10. forget	lost	hurry	school	remember

(continued)

ANTONYM VOCABULARY ASSESSMENT (continued)

LEVEL 3	Functioning Level:	Score:	/10 =	%
+/-	A	B	C	D
1. quick	tired	rough	draw	slow
2. moist	dry	exit	taste	scent
3. alone	perfect	together	camp	light
4. weak	strong	sweet	guard	ring
5. empty	long	different	moment	full
6. poor	polite	hour	wealthy	missing
7. neat	messy	drive	regular	cook
8. dull	same	waste	bright	game
9. add	follow	subtract	pay	fancy
10. deep	shallow	never	warm	sell

LEVEL 4	Functioning Level:	Score:	/10 =	%
+/-	A	B	C	D
1. certain	county	honest	cause	doubtful
2. enjoy	trust	dislike	punish	attack
3. southern	eastern	western	northern	map
4. despair	hope	shy	clumsy	change
5. nervous	pleased	relaxed	calm	asleep
6. ashamed	middle	proud	curious	friendly
7. forgive	blame	send	drive	promise
8. expert	fitness	building	amateur	object
9. confident	trust	insecure	forget	hungry
10. vanish	hide	allow	jealous	appear

LEVEL 5	Functioning Level:	Score:	/10 =	%
+/-	A	B	C	D
1. poverty	support	replay	wealth	inform
2. rejected	related	special	interested	accepted
3. alive	deceased	ancient	predator	attention
4. abundance	scarce	liar	increase	profit
5. solate	improve	disagree	reassure	include
6. genuine	intelligent	natural	artificial	serious
7. shrink	desire	expand	rotate	dissolve
8. illegal	clumsy	compromise	lawful	observe
9. reluctant	enthusiastic	increase	remain	begin
10. avoid	honor	confront	replace	surrender

(continued)

ANTONYM VOCABULARY ASSESSMENT (continued)

LEVEL 6	Functioning Level:	Score:	/10 =	%
+/-	A	B	C	D
1. vacant	mammal	occupied	rested	irresponsible
2. authentic	impossible	elderly	imitation	physical
3. cease	begin	minor	respect	measure
4. apathetic	exhausted	concerned	motivated	professional
5. disregard	active	understand	consider	believe
6. excess	shortage	deny	gather	expensive
7. destruction	association	foundation	reconsider	creation
8. oblivious	typical	aware	frustrated	cheap
9. arrogant	humble	official	convinced	brutal
10. fatigue	heavy	energy	careless	imply

LEVEL 7-9	Functioning Level:	Score:	/10 =	%
+/-	A	B	C	D
1. novice	experienced	praise	reprimand	cascade
2. assault	resolve	expand	attempt	absorbent
3. exhibit	concave	conductive	conceal	condescending
4. conform	relocate	porous	revolt	distract
5. withdrawn	outgoing	levitate	abrasion	implicit
6. mediator	juvenile	legislator	adversary	monarch
7. abolish	establish	apprehensive	diminish	aggressive
8. sporadic	strict	optional	constant	restless
9. extravagant	revived	restrained	intricate	retained
10. harmless	tranquil	appeased	calamity	detrimental

LEVEL 10-12	Functioning Level:	Score:	/10 =	%
+/-	A	B	C	D
1. harmony	reliable	discord	tentative	incline
2. flustered	composed	hostility	slender	modest
3. redundant	obliged	mediocre	concise	undeserving
4. collaborate	flatter	resist	condescend	incapable
5. discriminate	stabilized	generalize	hesitate	justifiable
6. degrade	successful	retrospect	assessment	compliment
7. naïve	sophisticated	pilgrim	fictitious	superficial
8. precarious	tentative	emulate	stable	agitated
9. substantiate	challenge	avoid	admire	incoherent
10. expedite	irritable	impede	extensive	strict

CONSONANT AUDITORY DISCRIMINATION ASSESSMENT

Name: _____ Grade: _____ Date: _____

Directions: Sit shoulder to shoulder with the student, but facing away from one another so the student cannot see the words pronounced. Toward the student's ear say, "I am going to say two words, and I want you to tell me if they are the same or different."

Scoring: Record the student's response as *S* for same and *D* for different. Score with a plus sign (+) for correct and minus sign (-) for incorrect. Write the total score to determine functional level.

Functioning Level: Independent (36–40 correct or 90%–100%), Instructional (28–35 correct or 70%–88%), Frustration (27 correct and below or 68% and below)

Functioning Level:

Score: / 40 = %

	Response/Score		Response/Score
1. let-wet		21. pet-bet	
2. pass-pass		22. van-fan	
3. nine-line		23. wake-rake	
4. much-much		24. not-not	
5. think-sink		25. what-hut	
6. jet-jet		26. time-dime	
7. hiss-his		27. head-head	
8. map-nap		28. zoo-shoe	
9. hit-wit		29. pot-tot	
10. quick-quick		30. came-game	
11. big-dig		31. been-been	
12. kite-tight		32. quit-kit	
13. fat-that		33. gate-date	
14. gave-gave		34. where-where	
15. sell-shell		35. sun-sung	
16. right-right		36. jump-chump	
17. yell-well		37. some-some	
18. jeep-sheep		38. men-when	
19. share-chair		39. this-this	
20. come-come		40. dim-gym	

Analysis:

SHORT AND LONG VOWEL AUDITORY DISCRIMINATION ASSESSMENT

Name: _____ Grade: _____ Date: _____

Directions: Sitting shoulder to shoulder with the student but facing away from one another so the student cannot see the words pronounced, say, "I am going to say two words, and I want you to tell me if they are the same or different."

Scoring: Record the student's response as *S* for same and *D* for different. Score with a plus sign (+) for correct and minus sign (–) for incorrect. Write the total score to determine functional level.

Functioning Level: Independent (36–40 correct or 90%–100%), Instructional (28–35 correct or 70%–88%), Frustration (27 correct and below or 68% and below)

Functioning Level: _____ Score: _____ / 40 = _____ %

	Response/Score		Response/Score
1. get-get		21. cake-cake	
2. hat-hot		22. jean-June	
3. pet-pat		23. high-hay	
4. had-had		24. bite-beat	
5. nut-not		25. home-home	
6. him-him		26. tube-tube	
7. lad-lid		27. line-loan	
8. ham-hum		28. mule-mail	
9. pin-pen		29. week-week	
10. hip-hop		30. heap-hope	
11. tub-tub		31. rude-ride	
12. rod-red		32. name-name	
13. hut-hit		33. not-note	
14. job-job		34. teen-ten	
15. bet-but		35. mop-mop	
16. heat-heat		36. cute-cut	
17. tone-tune		37. big-big	
18. we-way		38. Tim-time	
19. hike-hike		39. mad-made	
20. cope-cape		40. feet-feet	

Analysis:

DIPHTHONG AND CONTROLLED VOWEL AUDITORY DISCRIMINATION ASSESSMENT

Name: _____ Grade: _____ Date: _____

Directions: Sit shoulder to shoulder with the student, but facing away from one another so the student cannot see the words pronounced. Toward the student's ear say, "I am going to say two words, and I want you to tell me if they are the same or different."

Scoring: Record the student's response as *S* for same and *D* for different. Score with a plus sign (+) for correct and minus sign (-) for incorrect.

Functioning Level: Independent (18–20 correct or 90%–100%), Instructional (14–17 correct or 70%–85%), Frustration (13 and below or 65% and below)

Functioning Level: _____ Score: _____ /20 = _____ %

	Response/Score		Response/Score
1. hall-hail		11. grow-grew	
2. pool-pole		12. shook-shook	
3. few-few		13. town-tune	
4. her-here		14. talk-took	
5. bowl-boil		15. shoot-shut	
6. foot-foot		16. cloud-clawed	
7. fair-far		17. our-or	
8. mood-mud		18. fund-found	
9. care-care		19. pull-Paul	
10. stir-steer		20. fur-for	

Analysis:

PHONEME BLENDING ASSESSMENT

Name: _____ Grade: _____ Date: _____

Directions: Say to the student, "Today we're going to play a word game. I'm going to say separate sounds, and I want you to say the word. For example, if I say '/o/-l/-d/', you should say 'old.'" (Note the words are not written phonetically but the way they are spelled.)

Practice Items: /r/i/de/, /g/o/, /m/a/n/

Scoring: Write a plus sign (+) for correct blending and minus sign (–) for incorrect blending and write the incorrect response.

Functioning Level: Independent (20–22), Instructional (15–19), Frustration (14 and below)

Functioning Level: _____ Score: _____ /22 = _____ %

	+ or – and response		+ or – and response
1. c/a/t		12. d/ay	
2. s/ee/d		13. p/l/a/ce	
3. m/i/ne		14. t/o	
4. g/o		15. th/r/ee	
5. h/e		16. j/o/b	
6. s/a/ve		17. th/i/s	
7. b/l/ue		18. r/i/ce	
8. wh/e/n		19. u/s	
9. b/e/d		20. s/t/o/p	
10. sh/e		21. m/y	
11. d/o/g		22. f/i/sh	

Analysis:

Adapted from Yopp, H.K. (1995). A test for assessing phonemic awareness in young students. *The Reading Teacher*, 49(1), 20–29.

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PHONEME SEGMENTATION ASSESSMENT (YOPP–SINGER TEST OF PHONEME SEGMENTATION)

Name: _____ Grade: _____ Date: _____

Directions: Say to the student, “Today we’re going to play a word game. I’m going to say a word, and I want you to break the word apart. You are going to say each sound in the word in order. For example, if I say ‘old,’ you should say ‘/o/-/l/-/d/.’”

Practice Items: *ride, go, man*

Scoring: Write a plus sign (+) for correct segmenting and minus sign (–) for incorrect segmenting and write the incorrect response.

Functioning Level: Independent (20–22), Instructional (15–19), Frustration (14 and below)

Functioning Level: _____ Score: _____ /22 = _____ %

	+ or – and response		+ or – and response
1. dog	d/ŏ/g/	12. lay	l/ā
2. keep	k/ē/p	13. race	r/ă/s
3. fine	f/ī/n	14. zoo	z/ö
4. no	n/ō	15. three	th/r/ē
5. she	sh/ē	16. job	j/ŏ/b
6. wave	w/ā/v	17. in	ī/n
7. grew	g/r/ö	18. ice	ī/s
8. that	th/ă/t	19. at	ă/t
9. red	r/ě/d	20. top	t/ō/p
10. me	m/ē	21. by	b/ī
11. sat	s/ă/t	22. do	d/ö

Analysis:

From Yopp, H.K. (1995). A test for assessing phonemic awareness in young students. *The Reading Teacher*, 49(1), 20–29. Reprinted with permission.

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LETTER AND SOUND IDENTIFICATION ASSESSMENT

Name: _____ Grade: _____ Date: _____

Directions: Give the student a copy of the letter chart and place an index card under the first rows of letters. Say, "I want you to tell me the names of each letter and the sound or sounds it makes." Point to the first letter and say, "What letter is this?" Write the student's response on this record sheet. Ask, "Do you know what sound it makes?" If the letter is marked with an asterisk (*) there are multiple sounds so ask, "Do you know what other sound it makes?" If the student does not know a sound ask, "Do you know a word that starts with that letter?"

Scoring: Write a plus sign (+) for each correct letter and sound and minus sign (-) for incorrect and write out all incorrect responses. If a student says, "I don't know," write *IDK*. See the Sound column for correct responses.

Total Uppercase Letter Names: /26

Total Lowercase Letter Names: /28

Total Letter Sounds: /26

	Letter	Sound	Word		Letter	Sound	Word
B		/b/		b		/b/	
O*		/ō/ /ō/ /ö/		o*		/ō/ /ō/ /ö/	
S		/s/ /z/		s		/s/ /z/	
A*		/ă/ /ā/ /ō/		a*		/ă/ /ā/ /ō/	
W		/w/		w		/w/	
Z		/z/		z		/z/	
F		/f/		f		/f/	
H		/h/		h		/h/	
K		/k/		k		/k/	
J		/j/		j		/j/	
U*		/ŭ/ /ū/		u*		/ŭ/ /ū/	
				q*			
C*		/k/ /s/		c*		/k/ /s/	
Y*		/y/ /ē/ /ī/ /ī/		y*		/y/ /ē/ /ī/ /ī/	
L		/l/		l		/l/	
Q		/kw/		q		/kw/	
M		/m/		m		/m/	
D		/d/		d		/d/	
N		/n/		n		/n/	
X		/ks/		x		/ks/	
I*		/ī/ /ī/		i*		/ī/ /ī/	
P		/p/		p		/p/	
E*		/ē/ /ē/		e*		/ē/ /ē/	
G*		/g/ /j/		g*		/g/ /j/	
R		/r/		r		/r/	
V		/v/		v		/v/	
T		/t/		t		/t/	
				g*			
Total	/26	/26		Total	/28	/26	

Analysis:

(continued)

Adapted from Clay, M.M. (1993b). *Reading recovery: A guidebook for teachers in training*. Portsmouth, NH: Heinemann.

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LETTER AND SOUND IDENTIFICATION ASSESSMENT (continued)

B O S A W Z

F H K J U

C Y L Q M

D N X I P

E G R V T

b o s a w z

f h k j u a

c y l q m

d n x i p

e g r v t g

INDIVIDUAL PHONICS SUMMARY

Name: _____ Grade: _____ Date: _____

Directions: Use after literacy assessments have been completed and then after instruction. Highlight in yellow the elements missed while reading. Highlight in blue the elements missed while writing. Highlight in green the elements missed in both reading and writing. After instruction, circle each element once the student is able to read and write it correctly.

Consonants	Vowels
Initial Consonants b c d f g h j k l m n p q r s t v w y z x /z/	Short Vowels a, e, i, o, u, y (/ĭ/) also a in "father", o in "to", o in "gone"
Final Consonants b d f g k l m n p t x z s /z/, /s/ v (followed by e)	Long Vowels a, e, i, o, u, y (/ē/, /ī/, /ĭ/) Spelling: change y to i when adding suffix.
Initial Blends bl br cl cr dr fl fr gl gr pl pr sc scr sk sl sm sn sp spl st str squ tr thr tw	Long and Short Vowels With Silent -e a_e, e_e, i_e, o_e, u_e
Final Blends -ct -ld -mp -np -nk -nt -rb -rk -rl -rm -sk -sp	Vowel Digraphs ay, ai, ea, ee, ei, eigh, ey, ie, igh, oa, oe, oo in good, ö in moo, ou /ü/, ow /ō/, uy in buy
Consonant Digraphs With New Sound th (voiced, voiceless), wh, ch (/ch/, /k/, /sh/), ph, ng, ck, dge, sh, ti, ci (/sh/) si (/sh/ or /zh/)	Diphthongs oi, oy, ou in ouch, ow in cow,
Consonant Digraphs With Silent Consonants gh kn wr pn rh	-ough Digraphs and Diphthongs /ō/, /ool/, /ŭf/, /ŏf/, /aw/ /öw/
Hard and Soft C /k/ /s/	-r, -l, -w, and -u controlled vowels /ar/ /or/; /al/ in all, /aw/ in saw, /au/ in autumn, /ew/ in new
Hard and Soft G /g/ /j/	Vocalic -r /er/: er, ir, ur, wor in work, ear in early, ar in grammar
Verb Tenses: -s, ing, -ed (/ed/ /d/ /t/) Suffixes: -er, -est, -ly	Plurals: -s, -es, irregular Plurals changing y to i
Doubling Consonants: following short vowels or when adding suffixes	

PHONICS SKILLS FOR GRADES K-3

Name: _____ Grade: _____ Date: _____

Directions: Use this as a grade level instructional guide or assessment.

Scoring: + or -

Skills Introduced and Mastered in Kindergarten

- _____ Identifies all lowercase letters
- _____ Identifies all uppercase letters
- _____ Identifies the sounds of the following consonant letters: __b, __d, __f, __h, __j, __k, __l, __m, __n, __p, __qu, __r, __s, __t, __v, __w, __x, __y, __z
- _____ Identifies the hard sound of __c: cat; __g: get

Skills Introduced in Kindergarten

- _____ Identifies the sounds of the short vowels: __a, __e, __i, __o, __u
- _____ Identifies the sounds of the long vowels: __a, __e, __i, __o, __u
- _____ Identifies the soft sounds __/c/: city; __/g/: giant, followed by e, i, or y
- _____ Writes all letters correctly
- _____ Uses inventive spelling, writes words with several correct consonants

Skills Mastered in First Grade

- _____ Identifies both sounds of the following consonant letters: __c, __g, __s
- _____ Identifies the sound of /ck/ when it follows a short vowel
- _____ Identifies the sounds of the vowels: __a: at, ate, want; __e: end, me; __i: is, I; __o: on, open, do; __u: up, use, put; __y: my, baby, gym
- _____ Identifies the long-vowel sound with a silent e at the end of a word
- _____ Identifies the sounds of the consonant digraphs: __th: the, think; __sh: she; __ch: chair, school, __wh: when
- _____ Identifies the endings __-ing; __-ed: wanted, smiled, jumped; -s: cats
- _____ Writes phonetically regular words correctly
- _____ Uses inventive spelling, write words with most of the correct sounds
- _____ Reads at least 100 words and writes at least 50 words on Fry's Instant Sight Word List

Skills Introduced in First Grade

- _____ Identifies the sounds of the vowel digraphs: __ie: pie, piece, friend; __ei: either; __ea: eat, great, bread; __ee: see; __oa: boat; __ai: sail; __ay: say; __ui: fruit
- _____ Identifies the sound of igh: night
- _____ Identifies the sounds of digraphs/diphthongs: __ou: out, four, you, should; __ow: cow, grow; __oi: oil; __oy: boy; __ew: new
- _____ Identifies the sounds of ey: they, key
- _____ Identifies the sounds of oo: moon, book, floor
- _____ Identifies the sounds of the vocalic r: __er: her; __ir: first; __ur: nurse; __or: works; __ear: early; __ar: grammar
- _____ Identifies r-, l-, w-, and u-controlled vowels: __ar, __or, __al, __aw, __au
- _____ Identifies the ending __-es, __-ly
- _____ Identifies the sound of /ng/: sing, song
- _____ Identifies the sound of the consonant digraph __ph

(continued)

PHONICS SKILLS FOR GRADES K–3 (continued)

Skills Mastered in Second Grade

- _____ Identifies the sounds of the vowel digraphs: ___ie: pie, piece, friend; ___ei: either; ___ea: eat, great, bread; ___ee: meet; ___oa: boat; ___ai: rain; ___ay: say; ___ui: fruit
- _____ Identifies the sound of igh: night
- _____ Identifies the sounds of the digraphs/diphthongs: ___ou: out, four, you, should; ___ow: cow, grow; ___oi: oil; ___oy: boy; ___ew: new
- _____ Identifies the sounds of ey: they, key
- _____ Identifies the sounds of oo: moon, book, floor
- _____ Identifies the sounds of the vocalic r: ___er: her; ___ir: first; ___ur: nurse; ___or: works; ___ear: early; ___ar: grammar
- _____ Identifies r-, l-, w-, and u-controlled vowels: ___ar, ___or, ___al, ___aw, ___au
- _____ Identifies the sound of /ng/: sing, song
- _____ Identifies the sound of the consonant digraph ___ph
- _____ Reads at least 200 words and writes at least 100 words on Fry's Instant Sight Word List

Skills Introduced in Second Grade

- _____ Identifies the sound of /kn/: knock
- _____ Identifies silent l and b: walk, climb
- _____ Identifies the sound of /dge/ used after a short vowel
- _____ Identifies the sound of /gh/: ghost, used at the beginning of a word
- _____ Identifies the sound of /wr/: wrap
- _____ Identifies words that end in a /v/ sound are followed by an e: have, love

Skills Mastered in Third Grade

- _____ Identifies the sound of /kn/: knock
- _____ Identifies silent l and b: walk, climb
- _____ Identifies the sound of /dge/: dodge
- _____ Identifies the sound of /gh/: ghost
- _____ Identifies the sound of /gn/: gnat, reign
- _____ Identifies the sound of /ei/: veil, forfeit
- _____ Identifies words that end in a /v/ sound are followed by an e: have, love

Skills Introduced and Mastered in Third Grade

- _____ Identifies the sounds of /ough/: though, through, rough, cough, thought, bough
- _____ Identifies the sounds of /eigh/: eight, height
- _____ Identifies the sounds of ___/ti/: nation; ___/si/: session, vision; ___/ci/: special; ___/ch/: machine
- _____ Identifies all the previous phonics skills
- _____ Reads at least 300 words and writes at least 200 words on Fry's Instant Sight Word List

EMERGENT TEXT CONCEPTS ASSESSMENT

Name: _____ Grade: _____ Date: _____

Title/Author: _____ Level: _____

Directions: Select a picture book with a picture and two to three lines of print on each page. For questions 1–7, first ask the questions then read the page. For questions 8–25, read each page and then ask the questions. Fill in the blanks on questions 15–17.

Scoring: Write the student’s responses and a plus sign (+) if correct and a minus sign (–) if incorrect. If any of the concepts are absent write “N/A” and change the denominator of the fraction for the total number of questions.

What You Do	What You Say	Response
Hold book with spine to the student.	1. Where is the front of the book?	
Show the cover and read the title and author of the book. Ask the question. Read the statement.	2. What do you think this book is going to be about? I’ll read this story and you can help me.	
Find the first page with a picture and print. (Read any text on preceding pages without pictures and then stop.)	3. Where do I begin reading? Read the page.	
On the next page that has at least two lines of text, ask questions and then read the page.	4. Show me where to start. 5. Which way do I go? 6. Where do I go next? 7. Point to each word as I read.	
On the next page, read the following prompts:	8. Point to the first word on the page. 9. Point to the last word on the page. 10. Show me the bottom of the picture.	
Read along until you come to a period, question mark, comma, and quotation marks, then stop, point, and ask questions.	11. What’s this for (.)? 12. What’s this for (??) 13. What’s this for (,)? 14. What are these for (“”)?	
Find two letters that have both an uppercase and lowercase on that page. Point to the uppercase letter and ask...	15. Can you find a lowercase letter like this? (point to uppercase ____) 16. Can you find a capital or uppercase letter like this? (point to lowercase ____)	
Read until you find a page with two words that start with the same lowercase letter. Select the second.	17. Can you find the word _____?	
Find a page with preferably one line of text or cover one line of text. Read the page. Hand the student two index cards and demonstrate how to close them like a curtain.	18. I want you to close the cards like this until all you can see is one letter. 19. Now show me two letters. 20. Show me just one word. 21. Now show me two words. 22. Show me the first letter of a word. 23. Show me the last letter of a word. 24. Show me an uppercase letter.	
Read to the end of book.	25. What was this story about?	
Analysis:		Score: /25

Adapted from Clay (1993a). *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann.

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GRADED READING WORDS ASSESSMENT

Name: _____ Grade: _____ Date: _____

Directions: Give the student a copy of the appropriate reading word list and an index card. For emergent readers, write the words on index cards and present them one at a time. Say, "Read each word and then move the card down as you read each line. I cannot help you, so if you do not know a word, try to figure it out."

Scoring: Above each word, write a plus sign (+) for correct and a minus sign (-) for incorrect and phonetically write all incorrect responses, with vowels marked. Put a slash for every two seconds the student pauses and between decoded parts of words. Try to finish all the words within one grade level. Continue until the frustration level is reached.

Functioning Level: Independent (18–20), Instructional (14–17), and Frustration (13 and below)

Preprimer Reading Words Functioning Level: _____

Automatic Score: _____ / 20 words = _____%

Total Score: _____ / 20 words = _____%

a	to	in	is	he
l	at	have	go	see
cat	can	like	the	mom
on	dog	dad	and	we

Primer Reading Words Functioning Level: _____

Automatic Score: _____ / 20 words = _____%

Total Score: _____ / 20 words = _____%

by	what	are	for	his
then	with	my	this	all
you	from	she	do	made
was	her	how	saw	that

Grade 1 Reading Words Functioning Level: _____

Automatic Score: _____ / 20 words = _____%

Total Score: _____ / 20 words = _____%

of	about	many	each	when
why	which	there	play	down
little	they	new	out	one
some	good	said	going	other

Analysis: _____

(continued)

GRADED READING WORDS ASSESSMENT (continued)

Name: _____ Grade: _____ Date: _____

Grade 2 Reading Words Functioning Level: _____

Automatic Score: _____ / 20 words = _____% Total Score: _____ / 20 words = _____%

very	before	right	goes	always
around	works	great	their	don't
where	use	would	who	your
wanted	first	please	talked	long

Grade 3 Reading Words Functioning Level: _____

Automatic Score: _____ / 20 words = _____% Total Score: _____ / 20 words = _____%

favorite	really	family	because	people
friend	again	another	everyone	sometimes
thought	walked	called	writing	carried
doesn't	early	once	we're	believe

Grade 4 Reading Words Functioning Level: _____

Automatic Score: _____ / 20 words = _____% Total Score: _____ / 20 words = _____%

been	different	they're	beautiful	piece
pretty	knew	sign	brought	finally
trouble	learned	usually	excited	whether
half	weight	whole	through	tomorrow

Analysis:

(continued)

GRADED READING WORDS ASSESSMENT (continued)

Name: _____ Grade: _____ Date: _____

Grade 5 Reading Words Functioning Level: _____

Automatic Score: _____ / 20 words = _____% Total Score: _____ / 20 words = _____%

heard	couldn't	conclusion	library	environment
watched	sure	laughed	terrible	excellent
knowledge	experience	certain	athletic	difference
separate	height	probably	opinion	picture

Grade 6–8 Reading Words Functioning Level: _____

Automatic Score: _____ / 20 words = _____% Total Score: _____ / 20 words = _____%

absence	challenge	government	humorous	curious
business	attendance	emergency	unnecessary	exercise
secretary	similar	straight	thorough	sincerely
receipt	success	restaurant	special	familiar

Grade 9–12 Reading Words Functioning Level: _____

Automatic Score: _____ / 20 words = _____% Total Score: _____ / 20 words = _____%

achievement	beneficial	accidentally	extraordinary	analyze
permanent	exception	especially	independence	naturally
acceptable	efficiency	conscientious	committee	technique
tournament	vision	ridiculous	guarantee	acquaintance

Analysis:

(continued)

GRADED READING WORDS ASSESSMENT (continued)

Name: _____ Grade: _____ Date: _____

a	by	of	very
to	what	about	before
in	are	many	right
is	for	each	goes
he	his	when	always
I	then	why	around
at	with	which	works
have	my	there	great
go	this	play	their
see	all	down	don't
cat	you	little	where
can	from	they	use
like	she	new	would
the	do	out	who
mom	made	one	your
on	was	some	wanted
dog	her	good	first
dad	how	said	please
and	saw	going	talked
we	that	other	long

(continued)

GRADED READING WORDS ASSESSMENT (continued)

Name: _____ Grade: _____ Date: _____

favorite	been	heard	absence	achievement
really	different	couldn't	challenge	beneficial
family	they're	conclusion	government	accidentally
because	beautiful	library	humorous	extraordinary
people	piece	environment	curious	analyze
friend	pretty	watched	business	permanent
again	knew	sure	attendance	exception
another	sign	laughed	emergency	especially
everyone	brought	terrible	unnecessary	independence
sometimes	finally	excellent	exercise	naturally
thought	trouble	knowledge	secretary	acceptable
walked	learned	experience	similar	efficiency
called	usually	certain	straight	conscientious
writing	excited	athletic	thorough	committee
carried	whether	difference	sincerely	technique
doesn't	half	separate	receipt	tournament
early	weight	height	success	vision
once	whole	probably	restaurant	ridiculous
we're	through	opinion	special	guarantee
believe	tomorrow	picture	familiar	acquaintance

(continued)

FRY'S INSTANT SIGHT WORDS: FIRST HUNDRED

Name: _____ Grade: _____ Date: _____

Reading or Writing Assessment (circle one)

Score: /100 = %

Reading Directions: Give the student a copy of this word list and an index card. For emergent readers, write the words on index cards and present them one at a time. Say, "Read each word and move the card down as you read each line. If you do not know a word, try to figure it out."

Writing Directions: Give the student lined paper and fold it in columns. Read each word clearly to the student. If the word is a homophone, provide a sentence. Say, "Write each word I say and then go to the next line. If you do not know a word, try to write as many letters as you can."

Scoring: Write a plus sign (+) for the correct word and minus sign (–) for an incorrect word, and write all incorrect responses phonetically.

a	can	her	many	see	us
about	come	here	me	she	very
after	day	him	much	so	was
again	did	his	my	some	we
all	do	how	new	take	were
an	down	I	no	that	what
and	eat	if	not	the	when
any	for	in	of	their	which
are	from	is	old	them	who
as	get	it	on	then	will
at	give	just	one	there	with
be	go	know	or	they	work
been	good	like	other	this	would
before	had	little	our	three	you
boy	has	long	out	to	your
but	have	make	put	two	
by	he	man	said	up	

From Fry, E.B., Kress, J.E., & Fountoukidis, D.L. (1993). *The reading teacher's book of lists* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

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FRY'S INSTANT SIGHT WORDS: SECOND HUNDRED

Name: _____ Grade: _____ Date: _____

Reading or Writing Assessment (circle one)

Score: _____ /100 = _____ %

also	color	home	must	red	think
am	could	house	name	right	too
another	dear	into	near	run	tree
away	each	kind	never	saw	under
back	ear	last	next	say	until
ball	end	leave	night	school	upon
because	far	left	only	seem	use
best	find	let	open	shall	want
better	first	live	over	should	way
big	five	look	own	soon	where
black	found	made	people	stand	while
book	four	may	play	such	white
both	friend	men	please	sure	wish
box	girl	more	present	tell	why
bring	got	morning	pretty	than	year
call	hand	most	ran	these	
came	high	mother	read	thing	

From Fry, E.B., Kress, J.E., & Fountoukidis, D.L. (1993). *The reading teacher's book of lists* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

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FRY'S INSTANT SIGHT WORDS: THIRD HUNDRED

Name: _____ Grade: _____ Date: _____

Reading or Writing Assessment (circle one)

Score: _____ /100 = _____ %

along	didn't	food	keep	sat	through
always	does	full	letter	second	today
anything	dog	funny	longer	set	took
around	don't	gave	love	seven	town
ask	door	goes	might	show	try
ate	dress	green	money	sing	turn
bed	early	grow	myself	sister	walk
brown	eight	hat	now	sit	warm
buy	every	happy	o'clock	six	wash
car	eyes	hard	off	sleep	water
carry	face	head	once	small	woman
clean	fall	hear	order	start	write
close	fast	help	pair	stop	yellow
clothes	fat	hold	part	ten	yes
coat	fine	hope	ride	thank	yesterday
cold	fire	hot	round	third	
cut	fly	jump	same	those	

From Fry, E.B., Kress, J.E., & Fountoukidis, D.L. (1993). *The reading teacher's book of lists* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

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GRADED WRITING WORDS ASSESSMENT

Name: _____ Grade: _____ Date: _____

Directions: Give the student lined paper and fold it into two columns. Read each word clearly to the student. If the word is a common homophone, as indicated by an asterisk (*), provide a sentence for the student to understand the context of the word. Say, "Write each word I say, then go to the next line. If you do not know a word, try to write as many letters for the sounds as you can." For the preprimer list, ask the student to write their name, the words on the list, and then if at the frustration level ask if they can write any other words.

Scoring: Above each word, write a plus sign (+) for the correct word and a minus sign (–) for the incorrect word and write all incorrect responses. Be sure to record reversals and uppercase letters. Continue until frustration level is reached.

Functioning Level: Independent (18–20), Instructional (14–17), and Frustration (13 and below)

Developmental Spelling Stage:

Conventional	Transitional	Phonetic	Semiphonetic	Prephonetic
The word is spelled correctly.	Overgeneralizes when applying simple spelling rules. All sounds are represented graphically.	Use of a vowel; at least half of the sounds are graphically represented.	Some sound-symbol relationships, 1–2 letters could represent a word.	Letters or shapes are written but do not represent the sounds.

Preprimer Writing Words Functioning Level: _____ Score: _____ / _____ words asked = _____ %
Developmental Stage:

Ask, "Can you write your first name and last name?" _____

a	to*	in	is	he
l	at	have	go	see*
cat	can	like	the	mom
on	dog	dad	and	we

Do you know how to write any other words?" _____

Analysis:

(continued)

GRADED WRITING WORDS ASSESSMENT (continued)

Name: _____ Grade: _____ Date: _____

Primer Writing Words

Functioning Level: _____

Score: _____ / 20 words = _____%

Developmental Stage: _____

by*	what	are	for	his
then	with	my	this	all
you	from	she	do*	made
was	her	how	saw	that

Grade 1 Writing Words

Functioning Level: _____

Score: _____ / 20 words = _____%

Developmental Stage: _____

of	about	many	each	when
why	which*	there*	play	down
little	they	new*	out	one*
some*	good	said	going	other

Grade 2 Writing Words

Functioning Level: _____

Score: _____ / 20 words = _____%

Developmental Stage: _____

very*	before	right*	goes	always
around	works	great*	their*	don't
where*	use	would*	who	your*
wanted	first	please	talked	long

Grade 3 Writing Words

Functioning Level: _____

Score: _____ / 20 words = _____%

Developmental Stage: _____

favorite	really	family	because	people
friend	again	another	everyone	sometimes
thought	walked	called	writing	carried
doesn't	early	once	we're	believe

Analysis:

(continued)

GRADED WRITING WORDS ASSESSMENT (continued)

Name: _____ Grade: _____ Date: _____

Grade 4 Writing Words

Functioning Level: _____

Score: _____ / 20 words = _____%

Developmental Stage: _____

been	different	they're*	beautiful	piece*
pretty	knew*	sign	brought	finally
trouble	learned	usually	excited	whether*
half	weight*	whole*	through*	tomorrow

Grade 5 Writing Words

Functioning Level: _____

Score: _____ / 20 words = _____%

Developmental Stage: _____

heard*	couldn't	conclusion	library	environment
watched	sure	laughed	terrible	excellent
knowledge	experience	certain	athletic	difference
separate	height	probably	opinion	picture

Grade 6–8 Writing Words

Functioning Level: _____

Score: _____ / 20 words = _____%

Developmental Stage: _____

absence	challenge	government	humorous	curious
business	attendance	emergency	unnecessary	exercise
secretary	similar	straight	thorough	sincerely
receipt	success	restaurant	special	familiar

Grade 9–12 Writing Words

Functioning Level: _____

Score: _____ / 20 words = _____%

Developmental Stage: _____

achievement	beneficial	accidentally	extraordinary	analyze
permanent	exception	especially	independence	naturally
acceptable	efficiency	permanent	committee	technique
tournament	vision	ridiculous	guarantee	acquaintance

Analysis:

SENTENCE DICTATION ASSESSMENT

Name: _____ Grade: _____ Date: _____

Directions: Give the student lined paper. Say, "I am going to read you a story, and then I will go back and read one word at a time. Write down each word I say. If you do not know how to write a word, say the word to yourself, and write down the letters for the sounds you hear."

Scoring: Write a plus sign (+) above all the correct words and a minus sign (–) for deleted words. For misspelled words write the student's response above the word. Count each correct underlined phoneme-grapheme correlation and total them. Continue to the next grade level until the frustration level is reached.

Functioning Level: Independent (90%–100%), Instructional (70%–89%), Frustration (69% and below)

Kindergarten and Primer

Functioning Level: _____

Score: _____ /41 graphemes

I have a big dog at home. Today I am going to take him to school.

Clay, M. (1993)

First and Second Grade

Functioning Level: _____

Score: _____ /51 graphemes

The farmer saw the black and white toy boat out on the water.

It floated under the shiny steel bridge to a small beach.

McAndrews, S.L. (2005)

Third Grade and Above

Functioning Level: _____

Score: _____ /157 graphemes

Today I saw a little girl walking in the cool water along the
breezy beach in Florida. She asked, "Chris, do you know where my
two blue toy sailboats are?" I said, "I think they floated under that
new bridge and the huge waves might have brought them up on
the jagged shore over there." "Why don't you put on your shoes
because you could get hurt climbing?" We found only a small
piece of one boat in the soil. I exclaimed, "Let's head back, it's
getting quite dark! Now don't worry, we'll start looking again
early tomorrow."

Analysis: Use the headings on the Individual Phonics Summary and list graphemes not represented correctly or write a plus sign (+) if all of them are correct.

GOOD READERS BOOKMARKS

Primary Bookmark

Intermediate Through High School Bookmarks



Good Readers:

- Look at the pictures and think about the story
- Say the beginning three sounds
- Read on to collect clues
- Go back and read again
- Break words into parts
- Try different sounds
- Think:
 - Does it make sense?
 - Does it sound right?
 - Does it look right?
- Self-correct
- Summarize



Good Readers:

- Look at the graphics and headings and think about the text
- Say the beginning three sounds and predict word
- Read on to collect clues
- Go back and read again
- Break words into parts (think about meaning of prefix, suffix, and root)
- Try different sounds
- Use glossary or dictionary
- Think:
 - Does it make sense?
 - Does it sound right?
 - Does it look right?
- Self-correct
- Summarize



Good Readers:

- Look at the graphics and headings and think about the text
- Say the beginning three sounds and predict word
- Read on to collect clues
- Go back and read again
- Break words into parts (think about meaning of prefix, suffix, and root)
- Try different sounds
- Use glossary or dictionary
- Think:
 - Does it make sense?
 - Does it sound right?
 - Does it look right?
- Self-correct
- Summarize

ANALYSIS OF MISCUES WORKSHEET

Name: _____ Grade: _____ Date: _____

Title: _____ Word Count: _____ Text Level: _____

Student Response/Text	Type of Miscue						Type of Cues Used			Meaning Retained
	Self-Correction	Uncorrected Miscue	Omission	Insertion	Decoded	Substitution	Graphophonic I = Initial, M = medial, F = final	Syntactic	Semantic	
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										
21.										
22.										
23.										
24.										
25.										
26.										
27.										
28.										
Totals:										

ORAL READING ANALYSIS OF MISCUES SUMMARY

Name: _____ Grade: _____ Date: _____

Title: _____ Word Count: _____ Level: _____

Text Type: Narrative, Descriptive, Expository, or Persuasive

ORAL READING SUMMARY

Type of score	Calculation	Fraction	Percentage	Functioning level*
Word accuracy	$\frac{\text{Word count} - \text{Uncorrected miscues}}{\text{Word count}}$			
Text meaning or acceptability	$\frac{\text{Words correct} + \text{Uncorrected meaning} - \text{Retained miscues}}{\text{Word Count}}$			

Miscue Scores

Self-correction	Self-corrections / Number of miscues			
Omissions	Omissions / Number of miscues			
Insertions	Insertions / Number of miscues			
Decoded sounds or nonwords	Decoded sounds / Number of miscues			
Substitutions of real words	Substitutions / Number of miscues			

Cueing System Scores

Graphophonic	$\frac{\text{Number of graphophonic cues used}}{\text{Number of miscues}}$			
Syntactic	$\frac{\text{Number of syntactic cues used}}{\text{Number of miscues}}$			
Semantic	$\frac{\text{Number of semantic cues used}}{\text{Number of miscues}}$			

Functioning Level*	Independent	Instructional	Frustration
Oral Accuracy	95%–100%	90%–94%	89% and below
Oral Acceptability	98%–100%	95%–97%	94% and below
Comprehension	90%–100%	70%–89%	69% and below

Functioning Levels for Cueing System

75–100%	Predominantly Used Cue
50–74%	Often Used Cue
20–49%	Sometimes Used Cue
19% and below	Rarely Used Cue

* To obtain a true functioning level, comprehension must also be assessed.

Analysis:

CODING AND SCORING ORAL READING BEHAVIORS GUIDE

Behavior	Example Student Response	Example Word From List or Text	Description (Record above the correct word)
Correct pronunciation of word	+ or ✓	come	Plus sign for word lists or checkmark for text reading
Substitution: With another word	house	horse	Word said
Substitution: Nonword with different vowel sounds	rēb	red	Write phonetic pronunciation, mark all incorrect vowels with breve (ĕ short) or macron (ē long)
Substitution: With alternate consonant sounds	dēkīd	decide	Use dominant letter such as <i>k</i> for hard /c/, and <i>s</i> for soft /c/, <i>g</i> for hard /g/ and <i>j</i> for soft /g/
Substitution: Decoded with pauses between sounds	m/ă/d	mad	Put slashes for pauses, mark all incorrect vowels with short or long marks
Substitution: Chunked sounds	/to/get/her/	together	Put slashes between each group of sounds
Substitution: Spelled letter	r-e-a-d	read	Hyphens for each letter said
Substitution: Mispronunciation is due to articulation	pŭskĕtē	spaghetti	Record phonetic pronunciation with vowels marks. If in doubt ask for a sentence. Not an error.
Substitution: Mispronunciation is due to reader's dialect	goin'	going	Record phonetic pronunciation. If in doubt ask for a sentence. Not an error.
Omission of word	–	friends	Hyphen for omitted word
Insertion of word	little	^	Caret for inserted word during text reading
Multiple attempts	thr, three	there	Write each attempt with a comma between them.
Self correction*	saw, /w/ s-c	was	Word(s) said incorrect initially and then self-corrected
Hesitation*	// ✓	He // laughed	1 slash per 2 seconds. Not an error.
Repetition of word or phrase*	✓ ®	because ✓ ®	Check and put a circled <i>R</i> each time repeated and score as correct. During text reading put an arrow back to where the repetition began.
Correct then incorrect	✓ three	there, three	Put a check and then write incorrect response, scored as incorrect

* Not counted against word accuracy in text reading

ORAL READING STRATEGIES ASSESSMENT

Name: _____ Date: _____

Directions: While the student is orally reading, identify the strategies that are used in order to figure out words. This can be used for a single text reading or a summary of readings.

Scoring: Record a plus sign (+) if this strategy was used frequently, a checkmark (✓) if the strategy was used occasionally, and minus sign (–) if the strategy was used rarely or not at all.

	Look at the pictures and think about the story
	Say the beginning three sounds
	Read on to collect clues, then go back
	Go back and read again
	Break words into parts
	Try different sounds
	Attempts to self-correct words that do not look right
	Attempts to self-correct words that do not sound right
	Attempts to self-corrects words that do not make sense
	Self-corrects words

FLUENCY ASSESSMENT BY TEACHERS AND PEERS

Name: _____ Date: _____

Title/Author: _____ Level: _____ Genre: _____

The student...	Generally Fluent (+)	Sometimes Fluent (✓)	Rarely Fluent (–)
read in phrases score:	Read sentences in meaningful phrases or clauses	Read in a mixture of appropriate phrasing and word by word	Read only one to two words at a time
paid attention to punctuation score:	Paused after end (period, question mark, exclamation point) and middle punctuation (comma, semicolon, colon)	Usually paused at end punctuation but not always middle punctuation	Rarely paused at punctuation
read with expression score:	Read with appropriate stress and intonation; changes voice for expression as needed; read with emphasis for dramatization or read with different voices	Read with some appropriate expression and some changes in stress and intonation	Read with little expression or change in stress and intonation
read smoothly score:	Reading sounded smooth, with only a few short pauses for problem solving when needed	Reading was generally smooth, with some hesitations and repetitions	Reading sounded choppy, with several skipped words, hesitations, or repetitions
used problem-solving strategies efficiently score:	After the first strategy attempted, most meaning miscues were self-corrected	Two to three strategies were attempted and most meaning miscues were self-corrected	Multiple strategies were attempted and often did not result in self-correction
read at a conversational pace score:	The reading pace was like that of a conversation, not too fast or too slow for others to understand	At times, the reading pace was either a little too fast or a little too slow	The reading pace was very slow and labored
read at an independent word accuracy level score:	Read at an independent word accuracy level (95% or higher word accuracy, less than 5 miscues per 100 words)	Read at an instructional word accuracy level (90%–94% word accuracy, between 6–10 miscues per 100 words)	Read at a frustration level (89% or below word accuracy, 11 or more miscues per 100 words)
Comprehended or retold what was read score:	Retold all of the elements of the story or the main idea and major details	Retold most of the elements of the story or the main idea and major details	Could not retell the important elements of the story or the main idea and major details

Analysis:

ONGOING SELF-EVALUATION OF FLUENCY

Name: _____ Date: _____


Title/Author: _____ Level: _____ Genre: _____

	Generally Fluent (+)	Sometimes Fluent (✓)	Rarely Fluent (–)
I read in phrases. score:	I read sentences in phrases.	I read some sentences in phrases.	I often read word by word.
I paused at middle punctuation and end punctuation. score:	I paused after end (period, question mark, exclamation point) and middle punctuation (comma, semicolon, colon).	I paused at most end punctuation, but not always for middle punctuation.	I often did not pause after punctuation.
My voice changed to show expression and match the meaning and emotions in the passage. score:	I changed my voice to show expression or different characters when needed.	I sometimes changed my voice to show expression or different characters when needed.	I often did not change my voice to show expression or different characters when needed.
I read smoothly. score:	My reading was smooth, with only a few short pauses if I needed to figure out words.	Sometimes my reading was smooth, and sometimes I needed to stop or reread more often.	My reading sounds choppy. I skipped words, stopped, or reread often.
I used strategies to correct my reading if it didn't make sense. score:	I was able to quickly correct my reading if it didn't make sense.	It took some time, but I used several strategies to correct my reading if it didn't make sense.	I did not or could not correct my reading if it didn't make sense.
I read at a conversational pace. score:	I read at a conversational pace.	Sometimes I read at a conversational pace, but other times I read too fast or too slow.	I read very slowly.
I can read most of the words. score:	I could read almost all of the words.	I could read most of the words.	I could not read many words.
I can retell what I read. score:	I can retell all of the important parts of the story or explain the main idea and major details in nonfiction.	I can retell most of the important parts of the story or explain the main idea and major details in nonfiction.	I cannot retell the important parts of the story or the main idea and major details in nonfiction.

Analysis:

GOOD READERS POSTER

Good Readers.....

Look at the pictures and think about the story. 

Say the beginning 3 sounds.  blocks


Read on to collect clues. 

Go back and read again. 

Break words into parts.  paint + er = painter 


Try different sounds.   cane 


Think:

Does it make sense? 

Does it sound right? 

Does it look right? 

Self-correct. 

Summarize. 

ORAL READING STRATEGY CHECKLIST FOR TEACHERS

Name: _____ Date: _____

Title/Author: _____ Level: _____ Genre: _____

Strategies: Place a tally mark each time a strategy is used by the student.

_____ Look at the pictures and think about the story.

_____ Say the beginning three sounds.

_____ Read on to collect clues.

_____ Go back and read again.

_____ Break words into parts.

_____ Try different sounds.

_____ Miscues have similar meanings.

_____ Miscues are visually similar.

_____ Miscues have similar syntax.

_____ Self-correct.

_____ Summarize.

Teacher Prompts: Place a tally mark for each prompt given.

_____ Provide wait time.

_____ Look at the pictures and think about the story.

_____ Say the beginning three sounds.

_____ Read on to collect clues.

_____ Go back and read again.

_____ Break words into parts.

_____ Try different sounds.

_____ Does that make sense?

_____ Does that look right?

_____ Does that sound right?

_____ Where is the tricky part?

_____ Are you right?

_____ How do you know?

_____ What else can you do?

_____ Try that again?

_____ Summarize


Observations:

ORAL READING STRATEGY CHECKLIST FOR PEERS


Name: _____ Date: _____


Reader's Name: _____ Title/Author: _____

Directions: Put a stamp each time the reader uses a strategy.

1. Look at the pictures and think about the story. 

2. Say the beginning 3 sounds. **B L O** blocks

3. Read on to collect clues. 

4. Go back and read again. 

5. Break words into parts.  paint + er = painter 

6. Try different sounds.  cane 

7. Think:

Does it make sense?






Does it sound right?



Does it look right?



8. Self-correct. 

Strategy number that worked well  _____, Strategy number that might help  _____


Comments:


ORAL READING STRATEGY CHECKLIST FOR SELF


Name: _____ Date: _____


Title/Author: _____ Level: _____ Genre: _____

Directions: After reading or listening to a tape recording of your reading, put a stamp each time you use a strategy.

1. Look at the pictures and think about the story. 

2. Say the beginning 3 sounds.  blocks

3. Read on to collect clues. 

4. Go back and read again. 

5. Break words into parts.  paint + er = painter 

6. Try different sounds.   cane 

7. Think:

Does it make sense?




Does it sound right?





Does it look right?



8. Self-correct. 

9. Summarize. 

Strategy number that worked well ... _____, Strategy number that might help  _____

Comments:

READERS THEATRE RUBRIC ANALYSIS

Name: _____ Date: _____

Title/Author: _____ Grade: _____ Level: _____

Directions: Read the indicators for each element of the Readers Theatre Rubric Analysis and rate the student or have the student rate themselves on the basis of the student's performance. Write a plus sign (+) for excellent, a checkmark (✓) for satisfactory, and a minus sign (–) for needs work.

	Excellent +	Satisfactory ✓	Needs Work –	Score
Phrasing and punctuation	Read sentences in meaningful phrases or clauses and paused appropriately for punctuation	Read with some appropriate phrases and paused for punctuation	Read only one to two words at a time, rarely pausing for punctuation	
Expression	Changed expression, stress, intonation, and voice as appropriate for character or narrator	Some change in expression, stress, intonation, and voice as appropriate for character or narrator	Rarely used or changed expression	
Volume	Read at an appropriate volume and loud enough for the audience to hear	Usually read loud enough for audience to hear	Read too loud or too soft for audience to hear	
Clarity	Words are pronounced correctly and clearly	Most words are pronounced correctly and clearly	Many words are pronounced incorrectly or not clearly	
Pace	Read at a conversational pace	Often read at a conversational pace but may be inconsistent	The pace is either too fast or too slow	
Timing	Consistently took turns in a timely fashion	Took turns but not always in a timely fashion	Rarely took turns in a timely fashion; had to be prompted to read	
Facial and body language	Frequently used facial expressions and body language to communicate the story	Used some facial expressions and body language to communicate the story	Rarely used facial expressions and body language to communicate the story	
Interpretation	Correctly and imaginatively interpreted each scene	Most scenes were interpreted correctly	Most scenes were not correctly interpreted	
Staging	Stood and moved appropriately in relation to others	Sometimes stood and moved appropriately in relation to others	Rarely stood and moved appropriately in relation to others	
Cooperation	Consistently worked well with others	Sometimes worked well with others	Difficulty in working well with others	

Analysis:

COMPREHENSION ANALYSIS SUMMARY

Name: _____ Grade: _____ Date: _____

Title: _____ Word Count: _____ Level: _____

Text Type: Narrative, Descriptive, Expository, or Persuasive Reading Method: Silent or Listening

COMPREHENSION ANALYSIS SUMMARY

Prior Knowledge (+, ✓, −)												
Prediction (+, ✓, −)												
Retelling (+, ✓, −) <table> <tr> <td>Narrative</td> <td>Expository</td> </tr> <tr> <td>Characters</td> <td>Main Idea</td> </tr> <tr> <td>Setting</td> <td>Details</td> </tr> <tr> <td>Plot</td> <td>Main Idea</td> </tr> <tr> <td>Resolution</td> <td>Details</td> </tr> </table>	Narrative	Expository	Characters	Main Idea	Setting	Details	Plot	Main Idea	Resolution	Details		
Narrative	Expository											
Characters	Main Idea											
Setting	Details											
Plot	Main Idea											
Resolution	Details											
Comprehension Score	Without Look Backs	With Look Backs*										
Explicit Questions: right there	____/ ____ = ____%	____/ ____ = ____%										
Implicit Questions: inference	____/ ____ = ____%	____/ ____ = ____%										
Total Correct	____/ ____ = ____%	____/ ____ = ____%										
Critical Questions: evaluative*	____/ ____ = ____%											
Comprehension Functioning Level												

* Not used for determining level

Functioning Levels for Text Comprehension

	Independent	Instructional	Frustration
Comprehension	90–100%	70–89%	69% and below

Analysis:

NONFICTION LAYOUT AND TEXT FEATURES ASSESSMENT

Name: _____ Date: _____

Title/Author: _____ Level: _____

Directions: Select a text with as many of these concepts as possible. Predetermine words to complete the blanks.

Score: Mark a plus sign (+) if correct, a minus sign (–) if incorrect, and N/A if the feature is not in the book.

Questions	Response	Score
1. What is the title of the book?		
2. Who is the author of the book?		
3. Who is the illustrator of the book?		
4. Is there any information about the author or illustrator? If yes, write one fact.		
5. What is the copyright date?		
6. Why is it important?		
7. Who is the publisher?		
8. Where is the table of contents?		
9. What information do you find there?		
10. What page can you find _____ on?		
11. Where is the glossary?		
12. What information do you find there?		
13. What is the definition of _____?		
14. Where is the index?		
15. What information do you find there?		
16. What page is _____ on?		
17. Where is a heading?		
18. What information does it tell you?		
19. Where are boldfaced or italicized words?		
20. Why are they boldfaced or italicized in the text?		
21. Where is a caption?		
22. What information does it tell you?		
23. Where is a photograph or illustration?		
24. What information does it tell you?		
25. Where is a diagram or map?		
26. What information does it tell you?		
27. Where is a table or chart?		
28. What information does it tell you?		
29. Where can you go to get additional information on this topic?		
30. Looking through the book, what do you think it is going to be about?		
Total Correct:		

Analysis:

GUIDED READING CHECKLIST

	Score
	+ ✓ -
Reading Silently	
Stays on task	_____
Chooses to read	_____
Uses parts of the book such as the table of contents, glossary, and index to clarify information	_____
Refers back to parts already read to clarify or extend new information	_____
Reads for detail rather than always skimming	_____
Participates actively in discussion of the text	_____
Contributes to discussion and questioning that indicates an appropriate level of comprehension	_____
Connects text to self, other texts, or to the world	_____
Reading Orally	
<i>Accuracy</i>	
Uses a variety of strategies to problem-solve unknown words	_____
Rereads if the reading doesn't make sense, look right, or sound right	_____
Self-corrects miscues that affect the meaning of the text	_____
Makes fewer than 5 miscues in 50 words	_____
Uses resources to gain meaning of unknown words	_____
<i>Fluency</i>	
Reads in phrases	_____
Pauses at punctuation	_____
Changes expression and intonation according to the author's style	_____
Generally reads smoothly and resolves any problems quickly	_____
Adjusts pace according to material and purpose	_____
Reads at a conversational pace	_____
Comprehension	
Predicts content based on cover page, table of contents, graphic information, headings, or reading the first paragraph	_____
Identifies the genre and can explain how	_____
Makes inferences and evaluates them during reading	_____
Rereads to clarify meaning	_____
Uses resources or asks questions to clarify meaning	_____
Can identify and explain the narrative story elements in own words	_____
Can identify and explain the main ideas and details of expository texts	_____
Can identify and explain the expository text structures in own words	_____
Can summarize the text in own words	_____
Makes connections within the text, to other texts, to self, and to the world	_____
Evaluates the text for author bias, content, and interest	_____

ORAL OR WRITTEN STORY RETELLING ANALYSIS

Name: _____ Date: _____

Title/Author: _____ Genre: _____

Oral Retelling or Written Retelling (circle one)

Directions: Before and after the student reads a narrative story, say, "I want you to tell me (or write) everything you remember about the story, in order."

Scoring: Record the student's responses and mark each element with a plus sign (+) if the student provides a complete correct response, a checkmark (✓) if it is a partial or partially correct response, or a minus sign (-) if the response is incorrect or not given.

	+ ✓ - score
Introduction of Characters and Setting	
Begins retelling with an introduction	
Names the main character	
Describes the main character	
Names other characters (total number of other characters = _____)	
Describes other characters	
Describes the setting: Place(s) and time period	
Theme, Plot, and Events	
Describes the important message or lesson that the author was trying to convey	
Describes the main goal or problem to be solved	
Number of events recalled (total number of events = _____)	
Details of events recalled	
Resolution	
Describes the solution to the problem	
Describes the ending of the story	
Sequence	
Retells story in structural order: characters, setting, theme, events, resolution	

Analysis:

Adapted from Shearer-Mariotti, A.P., & Homan, S.P. (1997). *Linking reading assessment to instruction: An application worktext for elementary classroom teachers* (2nd ed.). Mahwah, NJ: Erlbaum; and Morrow, L. (2005). *Literacy development in the early years: Helping children read and write* (5th ed.). Boston: Allyn & Bacon.

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EMERGENT WRITING STAGE ASSESSMENT

Name: _____ Grade: _____ Date: _____

Emergent Writing Stage:

Directions and Scoring: Observe and collect several writing samples from the student. Read each of the descriptors in the checklist and evaluate it using a plus sign (+) to indicate that the student exhibited the behavior frequently, a checkmark (✓) to indicate that the behavior was sometimes exhibited, or a minus sign (–) to indicate that the student rarely or never exhibited this behavior. N/A indicates not applicable. Afterwards identify the highest stage that the child had a majority of checks and/or pluses, with three or less minuses.

Score + ✓ –	Descriptor	Date observed Comments
Stage 1		
	CONTENT	
	Dictates words or phrases to be written down	
	Begins to differentiate between scribbled picture and scribble writing	
	HANDWRITING	
	Scribbles on page with no message intended	
	Scribbles include random, circular, vertical, and/or horizontal marks.	
	Uses a variety of writing utensils (crayon, pencil, markers, paintbrush)	
Stage 2		
	CONTENT	
	Dictates sentences to be written	
	“Reads” story with consistent oral text	
	Differentiates between picture and story	
	HANDWRITING	
	Symbols or scribbles represent letters, words or strings of words	
	Writes mock letters or real letters, but they have no phonetic representation	
	Begins to write alphabet letters	
Stage 3		
	CONTENT	
	Dictates more complete stories to be written	
	Completes sentence frames or patterned sentences	
	Draws recognizable pictures	
	Attempts to label pictures and writes letters for words	

(continued)

EMERGENT WRITING STAGE ASSESSMENT (continued)

Score + ✓ -	Descriptor	Date observed Comments
	SPELLING	
	Writes letters to represent a word or idea	
	Attempts inventive spelling of words with some correct sound/symbol association	
	Hears and writes letters for beginning consonant sounds	
	Hears and writes letters for ending consonant sounds	
	HANDWRITING	
	Awareness of letter and word spacing begins.	
	Awareness of left-to-right sequence of letters and words	
	Begins to copy words	
	Most letters are recognizable, may mix between capitals and lower case letters	
Stage 4		
	CONTENT	
	Writes on a self-selected topic	
	Writes on a teacher selected topic	
	Draws illustrations that match text	
	SENTENCE STRUCTURE	
	Writes one sentence with at least four words	
	CAPITALIZATION/PUNCTUATION	
	Uses of correct capitalization sometimes	
	Uses of correct end punctuation sometimes	
	SPELLING	
	Writes short sentences using inventive spelling	
	Writes name and some sight words correctly	
	Writes words with beginning and ending consonant sounds	
	Writes words with some vowel sounds	
	Begins to use written resources for spelling	
	HANDWRITING	
	All letters are recognizable	
	Uses lowercase letters, generally	
	Is beginning to write within lines	
	Writes from left to right	
	Is beginning appropriate spacing between words	

(continued)

EMERGENT WRITING STAGE ASSESSMENT (continued)

Score + ✓ -	Descriptor	Date observed Comments
Stage 5		
	CONTENT	
	Writes at least three sentences on one topic	
	Sequences ideas	
	Writes on different self -selected topics	
	Writes on different teacher-selected topics	
	Writes for functional purposes (notes, lists, share ideas)	
	Draws illustrations that are detailed and match text	
	SENTENCE STRUCTURE	
	Writes complete sentences	
	Often writes with correct subject-verb agreement	
	Writes using a variety of words	
	Writes using specific and interesting words for the content	
	Is beginning to write with adjectives	
	Is beginning to write with adverbs	
	Is beginning to write complex and compound sentences	
	CAPITALIZATION/PUNCTUATION	
	Uses capital letters at the start of a sentence	
	Capitalizes names of people and the pronoun I	
	Is beginning to capitalize other proper nouns correctly	
	Uses periods at the end of statements	
	Is beginning to use question marks correctly	
	Experiments with other punctuation marks	
	SPELLING	
	Is moving from transitional to conventional spelling	
	Spells several common words correctly	
	Uses inventive spelling with letters representing the consonant sounds and vowel sounds	
	Uses written resources for spelling	

(continued)

EMERGENT WRITING STAGE ASSESSMENT (continued)

Score + ✓ -	Descriptor	Date observed Comments
	HANDWRITING	
	Shows appropriate spacing between words	
	Shows appropriate text wrapping	
	Forms letters correctly (though may still have some reversals)	
	Writes the letters correctly between the lines	
	REVISING	
	Begins to make changes in selection of words	
	Begins to make changes in content, such as adding, deleting, or rearranging information	
	EDITING	
	Begins to make changes in grammar, capitalization, punctuation, spelling, and handwriting	

Analysis:

Adapted from Morrow, L. (2005). *Literacy development in the early years: Helping children read and write* (5th ed.). Boston: Allyn & Bacon; and Solley, B.A. (2000). *Writer's Workshop*. Boston: Allyn & Bacon.

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HANDWRITING RUBRIC ASSESSMENT

Name: _____ Grade: _____ Date: _____

Directions: This rubric can be used with any writing assessment or writing sample to indicate the student's specific development in handwriting. Using the criteria listed under exceeds, meets, and does not meet, mark a plus sign (+), checkmark (✓) or minus sign (–) for each of the standards.

Note: Because the goal of writing is communication, emphasize legibility over exact handwriting style.

Standard	Score	Exceeds (+)	Meets (✓)	Does Not Meet (–)
Letters are easily recognizable.		Letters are always recognizable.	Letters are mostly recognizable.	Letters are rarely recognizable.
Letters are mostly formed correctly.		Letters are always formed correctly.	Letters are mostly formed correctly.	Letters are rarely formed correctly.
Letters start and end in the correct place.		Letters always start and end correctly.	Letters mostly start and end correctly.	Letters rarely start and end correctly.
Letters are mostly placed correctly within the lines.		Letters are always placed correctly within the lines.	Letters are mostly placed correctly within the lines.	Letters are rarely placed correctly within the lines.
Usually uses capital letters appropriately.		Always uses capital letters appropriately.	Usually uses capital letters appropriately.	Capital letters are rarely used appropriately.
Letters are usually spaced properly.		Letters are always spaced properly.	Letters are usually spaced properly.	Letters are rarely spaced properly.
Words are usually spaced properly.		Words are always spaced properly.	Words are usually spaced properly.	Words are rarely spaced properly.
Return sweep is used properly.		Return sweep is always used properly.	Return sweep is usually used properly.	Return sweep is rarely used properly.

WRITING COMPOSITION ASSESSMENT SUMMARY

Name: _____ Date: _____

Title: _____ Genre: _____

Directions: Select a genre and a writing prompt. Example prompts are below. Provide this form or the editing and revising checklist as a reference for revising and editing. Ask the student to do prewriting brainstorming or talk about their topic, write, reread, revise, and edit their own writing.

Scoring: For each writing element, put a plus sign (+) if it is excellent, a checkmark (✓) if it is satisfactory, or a minus sign (–) if it needs work or is incomplete in the left column and then write details for each in the right column. In the analysis, indicate areas of strength or need.

Prompt: (circle one)

Narrative—“Write about an important event in your life.”

Descriptive—“Write a poem or song about something you like.”

Expository—“Write about a specific topic or how to make something.”

Persuasive—“Write about what you would like to change in your school.”

Title or Topic: _____

Content

	Ideas and details
	Organization
	Voice
	Sentence fluency
	Word choice

Conventions

	Grammar
	Punctuation
	Capitalization
	Spelling

Analysis of content and conventions:

Length: Number of sentences ____ Number of paragraphs ____

Average number of words per sentence ____ Appropriate length for topic: (yes or no)

Evidence of prewriting:

Evidence of revision and editing:

WRITING COMPOSITION RUBRIC FOR WRITER AND TEACHER

Name: _____ Date: _____

Title: _____ Genre: _____

Directions and Scoring: Circle either Student or Teacher in the score column. After the reading the entire composition, read each of the descriptors in the rubric and evaluate each element with a plus sign (+) for excellent, a checkmark (✓) for satisfactory, or a minus sign (–) for needs improvement. Underline any descriptive words that seem appropriate. Then analyze with specific examples from the composition.

	Excellent (+)	Satisfactory (✓)	Needs Work (–)	Student/ Teacher Score
Content				
Ideas/details	Interesting. Well focused. Accurate. Specific details and description. Shows insight, originality, and careful thought. No irrelevant details.	Clear, but has limited details. Not very specific. Some ideas important while others are not. Parts lack specific details or description.	Seems to lack purpose or focus. Limited or unclear information. Doesn't seem meaningful or real. Lacks specific details or description.	
Organization	Inviting introduction. The order makes sense and is easy to follow. Ideas are connected with smooth transitions. Details fit. Strong conclusion adds impact. Follows structure for genre.	The reader can follow what is being said but lacks focus and impact. The introduction or conclusion can be found but seems weak or forced. Limited transitions. Some details seem confusing.	Almost no identifiable introduction or conclusion. Details strung together without logical order. No transition. Gaps in information.	
Voice	Appropriate tone and mood for purpose and audience. Shows unique personality and feelings of writer.	Some evidence of writer's personality in writing, but parts lack personal feeling.	Almost no evidence of the writer's personality in writing.	
Sentence fluency	Complete. Clear meaning. Varied sentence structure and length. Easy to read. Flowing, interesting word patterns. Natural dialogue. Paragraphs as needed.	Some sentences seem awkward. Most follow a single pattern. Sentences seem somewhat isolated and forced.	Difficult to understand. Choppy. Simplistic word patterns. Unnatural. Disjointed. Monotonous.	
Word choice	Interesting. Precise and natural. Words are specific and accurate. Strong images and verbs. Description of multiple senses.	Words are ordinary but convey message. Meaning comes through but lacks precision. Some language seems overused.	Limited, vague, or abstract words. Repetitious, monotonous words and stale expressions. Few images. Weak verbs.	

Analysis:

(continued)

WRITING COMPOSITION RUBRIC FOR WRITER AND TEACHER (continued)

	Excellent (+)	Satisfactory (✓)	Needs Work (–)	Student/ Teacher Score
Conventions				
Grammar	Correct grammar and word forms.	A few grammatical errors.	Several grammatical errors making it hard to read.	
Punctuation	Correct punctuation.	Ending punctuation correct with minor other punctuation errors.	Several punctuation errors making it hard to read.	
Capitalization	Correct capitalization.	Correct capitalization at beginning of sentences with minor mistakes on proper nouns.	Several capitalization errors.	
Spelling	Correct spelling.	Spelling correct on common words and decodable on others.	Spelling makes the writing hard to read.	

Analysis:

WRITING PROCESS RUBRIC FOR WRITER AND TEACHER

Name: _____ Date: _____

Title: _____ Genre: _____

Directions and Scoring: For each step of the writing process, the student and/or the teacher evaluates the student's performance; circle either Student or Teacher in the score column. Read each of the descriptors in the rubric and evaluate each element with a plus sign (+) for excellent, a checkmark (✓) for satisfactory, or a minus sign (–) for needs improvement. Underline any descriptive words that seem appropriate. Then analyze with specific examples from observations and anecdotal notes on the writing process.

	Excellent	Satisfactory	Needs Work	Student/ Teacher Score
Content				
Prewriting	Prewriting plan.	Limited prewriting plan found.	No evidence of prewriting plan.	
Drafting	Two or more rough drafts each showing significant work. Final draft shows careful editing.	One or more rough drafts showing minor work. Some editing on final draft but more needed.	One draft only. No significant changes or corrections.	
Conferring	Conference form completed. Significant evidence of revising and editing if needed. Partner's signature.	Conference form mostly completed. Some evidence of revising and editing. Partner's signature.	Conference form incomplete. Little evidence of revising and editing. No signature	
Revising	Several meaningful notes on draft for ideas, organization, word choice, and sentence fluency. Several significant changes made to final draft.	A few meaningful notes on draft for ideas, organization, word choice, and sentence fluency. A few significant changes made to final draft.	Limited notes and changes to content.	
Editing	Almost no errors found on final draft. Final draft is in attractive, legible form.	Final draft with four or fewer errors. Final draft shows some corrections. It could be more legible or attractive.	Final draft shows five or more errors. Editing is hard to see.	
Publishing/ sharing	The piece was shared or published appropriately and with pride.	The piece was shared or published appropriately.	The piece was not appropriately shared or published.	

Analysis:

PRIMARY NARRATIVE REVISING AND EDITING CHECKLIST

Name: _____ Date: _____

Title: _____ Genre: _____

Directions: Reread your story and put a checkmark for each item you have completed.

Content

- ____ I reread it.
- ____ The story makes sense.
- ____ The story has a clear beginning that describes the characters, place, and time (setting).
- ____ The story has a clear middle that describes the events (plot).
- ____ The story has a clear ending (resolution).
- ____ Each sentence is a complete idea.
- ____ I used interesting and descriptive words in each sentence.
- ____ I wrote a catchy title.

Conventions

- ____ Each sentence begins with an uppercase letter.
- ____ / is always capitalized.
- ____ Each sentence ends with the correct punctuation.
- ____ The names of people and important places are capitalized.
- ____ Quotation marks are used to show when someone is talking.
- ____ Each new paragraph is indented.
- ____ I circled the words I did not know how to spell.
- ____ I used writing resources to correct the spelling of the words.
- ____ My handwriting is clear and legible.

Analysis:

Adapted from Solley, B.A. (2000). *Writer's workshop: Reflections of elementary and middle school teachers*. Boston: Allyn & Bacon.

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ADVANCED REVISING AND EDITING CHECKLIST

Name: _____ Date: _____

Title/Author: _____ Genre: _____

Title

____ I wrote a catchy title and capitalized the appropriate words.

Ideas and Details

- ____ My topic is narrowed and appropriate.
- ____ My ideas and details are clearly stated, make sense, and are accurate.
- ____ My details are focused and related to the main idea.
- ____ My main idea is easy to see. It jumps right out at you.
- ____ I used evidence and examples to support every point. There are no gaps.
- ____ I have plenty of information from experience or research.
- ____ I chose information I knew would answer the readers' questions.
- ____ My ideas are interesting.

Organization

- ____ My ideas follow a sequence that makes sense.
- ____ The format goes with the purpose or style of writing: narrative, expository, persuasive, and descriptive.
- ____ My lead gets your attention and lets you know where I'm headed.
- ____ My conclusion reinforces, supports, or restates my main point.
- ____ For stories, I had a clear beginning (characters and setting), middle (plot), and end (resolution).
- ____ For reports, I used a title and subtitles and bullets or numbers to help make the information easy to find.
- ____ My pictures and graphics are linked to the ideas in the writing.

Sentence Fluency

- ____ My sentences begin in a variety of ways.
- ____ My sentences are concise.
- ____ I use linking words such as *also* and *in addition*.
- ____ I use transitions to connect ideas.

Word Choice

- ____ The meaning of every word is clear. Any confusing words are defined or examples are given for them.
- ____ I avoid vague language such as *stuff* or *things* that may confuse the reader.
- ____ The words I chose are "right" for my audience.
- ____ I used vocabulary words specific to the content.
- ____ I used a variety of strong verbs.
- ____ I used descriptive adjectives.

Conventions

- ____ Every sentence in my paper is grammatically correct.
- ____ The verb tense is consistent throughout each paragraph.
- ____ I edited my paper for capitalization.
- ____ I edited my paper for punctuation.
- ____ I edited my paper for spelling.

Analysis:

EDITING AND REVISING BOOKMARKS

My Writing Bookmark



___ I reread.



___ It makes sense.



___ It sounds right.



___ It looks right.



___ I used uppercase letters.
T, I

___ I used end punctuation.
. ? !

___ I used resources for
spelling.

___ My pictures match the
story.

Narrative/Descriptive Writing

___ I reread my writing.

I described the...

___ characters

___ places

___ time of day, season,
and year

___ plot with the events
in sequence

___ end or resolution

___ point of view of the
storyteller

I checked for...

___ complete interesting
sentences

___ capitalization

___ punctuation

___ spelling and
resources used

Expository/Persuasive Writing

___ I reread my writing.

___ I wrote an interesting
opening statement or
question.

___ I defined my topic or main
idea.

___ I explained my essay
organization.

___ I supported my ideas with
specific details and
examples.

___ I used resources to verify
the information.

___ I used transitions to mark
sequences or connections
of the information.

___ I wrote a concluding
sentence that summarizes
my main idea.

___ I checked for correct
grammar, capitalization,
punctuation, and spelling.

ANECDOTAL RECORD FORM

Name: _____ Date: _____

Directions: Write anecdotal comments on the form for students' thinking or writing processes.

Topic of Writing or Assignment:

Thinking/Writing Process	Comments
Cognitive (thinking, reasoning, problem solving)	
Knowledge of writing style	
Communication (use of written language)	
Affective (expression of feelings, ability to handle constructive criticism)	
Social interaction (seeking help from peers, conference skills, responses)	
Creativity (use of imagination, description, detail)	

PEER CONFERENCE SUMMARY FORM

Writer's name: _____ Date: _____

Partner's name: _____ Project title: _____

Questions to ask conference partners	Answers
What is my story/project about?	
What do I like best about it?	
Did I say anything confusing? What?	
Do I need to add more details? Where?	
Did I have a clear beginning, middle, and end?	
Did my writing catch your attention? How?	
How can it be summarized?	

PERSONAL NARRATIVE ACTION RUBRIC

Name: _____ Date: _____

Title of Writing: _____

Directions: Write an example of a problem that you have had. Show the students the rubric and help them to identify the problem, rising action, and ending action in your writing. Then have the students write a personal narrative about a problem that they had, the events leading up to the solution, and then explain how the problem was solved.

Scoring: Using the Narrative Action Rubric score each element 1–4, with 4 being the highest.

Beginning Action					
Story problem is clear.	4	3	2	1	Story problem is unclear.
Rising Action					
The events leading up to the solution are clear.	4	3	2	1	The events leading up to the solution are not clear.
Ending Action					
Solution to the problem is clear and logically follows from the previous events.	4	3	2	1	Solution to the problem is not clear and does not logically follow from the previous events.
Voice					
The events are described with feeling and emotion.	4	3	2	1	The events are listed but not described with feeling or emotion.
Conventions					
Grammar, capitalization, punctuation, spelling, and legibility promote understanding of the story.	4	3	2	1	Grammar, capitalization, punctuation, spelling, and legibility interfere with the understanding of the story.

Analysis:

REPORT WRITING CHECKLIST

Name: _____ Date: _____

Reviewer: _____ Title: _____

Ideas/Details

- _____ I used brainstorming and a concept map or outline to create and organize ideas.
 - _____ I generated questions or identified problems related to my topic.
 - _____ I gathered information from a variety of sources and cited them correctly.
 - _____ I write showing a clear understanding of my topic.
 - _____ Ideas are written in my own words.
 - _____ My report is clear and focused; I stay on topic.
 - _____ My ideas are logically related to one another.
 - _____ All major points are supported with specific details or examples.
 - _____ My details give the reader important information.
-

Organization

- _____ My introduction is clear and inviting.
 - _____ My report is sequenced in a logical order.
 - _____ I maintain my focus or logic throughout my paper.
 - _____ Each of my paragraphs has one main idea with related details and examples.
 - _____ My ideas flow well and are clearly connected to one another.
 - _____ I have an effective conclusion that summarizes or restates main idea.
-

Sentence Fluency

- _____ My sentences build upon the ones before.
 - _____ My sentences begin in different ways.
 - _____ My sentences are of different lengths.
 - _____ The meaning of each of my sentences is clear.
 - _____ My sentences flow from one to another.
 - _____ There are no run-on sentences.
 - _____ There are no sentence fragments.
-

Voice and Word Choice

- _____ Voice is formal and appropriate for topic, purpose, and audience.
 - _____ Every word shows the exact meaning I want to communicate.
 - _____ I used specific and technical words related to my topic.
 - _____ I used several descriptive words (adjectives and adverbs).
 - _____ My words paint pictures in the reader's mind.
 - _____ I used strong verbs.
 - _____ I used synonyms to add variety.
-

(continued)

REPORT WRITING CHECKLIST (continued)

Conventions

- _____ I used correct grammar.
 - _____ I used commas, periods, question marks, and exclamation points correctly.
 - _____ I used quotation marks around dialogue.
 - _____ I used apostrophes correctly in contractions and possessives.
 - _____ I have capitalized the first word of each sentence and the pronoun *I*.
 - _____ I have capitalized proper nouns (people, places, dates, and titles).
 - _____ My handwriting is legible.
 - _____ The final report has no errors in conventions or format.
-

Presentation

- _____ The cover of the report is neatly designed with title, author, and graphics or illustrations related to the topic.
 - _____ Illustrations, diagrams, maps, charts, and/or graphs are added to clarify or enhance information in the text.
 - _____ A table of contents is included with all of the major headings in the report.
 - _____ A glossary is included with definitions of important words.
 - _____ The bibliography is included with all of the references written in APA or MLA format.
-

INTEREST AND ACTIVITIES INVENTORY

Name: _____ Grade: _____ Date: _____

Names of family members in order from oldest to youngest:

Types and names of pets:

Favorites

Food:

Game:

Friend:

Color:

Sport:

Music:

Book:

Magazine:

TV show:

Movie:

Activities

Activities in school:

Activities out of school:

Hobbies or collections:

Things I like to do:

Things that make me laugh:

Places I like to visit:

People I like to visit:

What I want to be when I get older:

If I had a million dollars I would:

Reading and Writing Time

Outside of school I read this much per week (circle one)

up to 30 minutes

up to 1 hour

up to 1½ hrs.

up to 2 hours

up to 3 hours

over 3 hours

Examples include books, magazines, Internet articles

Outside of school I write this much per week (circle one)

up to 30 minutes

up to 1 hour

up to 1½ hrs.

up to 2 hours

up to 3 hours

over 3 hours

Examples include journals, letters, poetry, instant messages

SCHOOL ATTITUDE INVENTORY

Name: _____ Grade: _____ Date: _____

How do you feel about going to school?

What do you like about school?

What are your concerns about school?

What do you do well in school?

What is something you would like to do better in school?

Tell me about reading in school.

Tell me about writing in school.

Tell me about a teacher you remember.

READING INTEREST INVENTORY: ELEMENTARY

Name: _____ Grade: _____ Date: _____

	Yes ☺	No ☹
I like to read or listen to...		
stories about kids my age		
stories about animals		
funny stories or jokes		
picture books		
folk tales or fairy tales		
books about the future		
books about the past		
comics		
poetry		
books about important people		
stories about sports and athletes		
books about discoveries		
stories about things that couldn't possibly happen		
mysteries		
adventure stories		
books about different people and places		
books about space		
books about science		
books about how things work or how to make things		
books about my hobbies or collections		

	Yes ☺	No ☹
Interest in Reading		
I like to get new books or borrow books from the library.		
I read to learn new things.		
I read for fun in my free time.		
I read some books more than once.		
I like to have books read to me.		
I like to share books with a friend.		
I like to read at home.		
I like to read chapter books.		
I like to read magazines.		
I like to play computer games that include reading.		
I like to look up information on the computer.		
I like to read in school.		

READING INTEREST INVENTORY: MIDDLE LEVEL AND SECONDARY

Name: _____ Grade: _____ Date: _____

	Yes ☺	No ☹
I like to read the following types of literature:		
FICTION		
Modern realistic fiction		
Historical fiction		
Fantasy		
Comics		
Outdoor adventures		
Science fiction and space fantasy		
Modern or traditional folk tales		
Westerns		
Romance		
Horror and thrillers		
Mysteries		
Poetry		
NONFICTION		
Biographies and autobiographies		
Documentaries		
Modern people and culture		
Occupations		
Historical people and culture		
Political science: Government, citizenship		
Religion		
Fine and applied arts, music, and theater		
Sports		
Geography and travel		
Geology and meteorology: Rocks, minerals, weather, and natural disasters		
Astronomy and space science		
Prehistoric earth, plants, and animals		
Environmental science		
Biology: Animals, plants		
Human body: Physical, mental, and emotional development and understanding		
Language development and communication		
Physical science and technology: How things work, what things are made of		
Mathematical concepts and problem solving		
Hobbies and collections		

LITERACY PROCESS INTERVIEW

Name: _____ Grade: _____ Date: _____

Directions: Say to the student, "I am going to ask you some questions about what you do when you read and write. I am going to write down what you say."

Reading Questions

1. When you are reading and you come to a word you do not know, what do you do? Do you do anything else?

2. When you are reading and you do not understand something, what do you do? Do you do anything else?

3. How would you help someone who is having trouble reading?

4. During reading, at what do you think you do well? Why?

5. What would you like to change about your reading? Why?

Writing Questions

1. When you are writing and you come to a difficult part, what do you do? Do you do anything else?

2. If you are given a writing assignment, what would you do first? Next? Then what? Last?

3. How would you help someone who is having trouble writing?

4. During writing, at what do you think you do well? Why?

5. What would you like to change about your writing? Why?

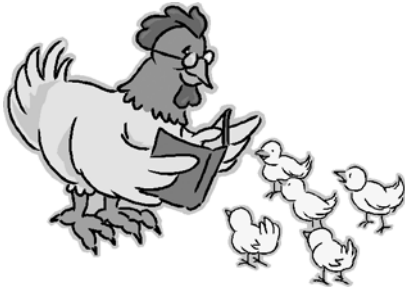
Analysis:

Adapted from Goodman, Y., Watson, D.J., & Burke, C. (2005). *Reading miscue inventory: From evaluation to instruction* (2nd ed.). Katonah, NY: Richard C. Owen.

Diagnostic Literacy Assessments and Instructional Strategies: A Literacy Specialist's Resource by Stephanie L. McAndrews. © 2008 by the International Reading Association. May be copied for classroom use.

TEXT SELECTION BOOKMARKS

Read to me!



Before Reading:

Talk about the front cover and pictures.

During Reading:

Briefly talk about what the book is about and the meaning of new words.

After Reading:

Talk about what you learned and liked.

Read with me!



Before Reading:

Talk about the front cover and pictures.

During Reading:

Take turns reading and briefly talk about what the book is about and the meaning of new words and ideas.

After Reading:

Talk about what you learned and liked.

I can read this on my own!



Before Reading:

Look through the book and think about what it will be about and what you already know.

During Reading:

Think about what the book is about and try to figure out the meaning of new words.

After Reading:

Think about what you learned and liked. If possible share this.

AT-HOME READING LOG

Name: _____

Directions: Listen to the child read, talk about the story, sign this form, and mark a plus sign (+) if it was read very well with almost no help, a checkmark (✓) if it was read pretty well with some help, and a minus sign (–) if it was read with difficulty and needed a lot of help. Then return the log and book to school the next day.

[illegible]